HUNDRED YEARS OF THE UNIVERSITY OF CALCUTTA

SUPPLEMENT

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UNIVERSITY OF CALCUTTA

1957

Editor in Chief

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Chairman, Calcutta University Centenary Volume Committee

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FOREWORD

In the introduction to this the second volume of the History of the University of Calcutta, the Chief Editor, Dr. P. N. Banerjee, gives an account of the field covered by this volume. This account of the Colleges and Departments of the University, of the teachers and their contributions to learning, is a necessary complement to that given in the first volume of the development of the activities of the University during 100 years. The account of the Centenary Celebrations bears evidence to the enthusiasm which was evoked on the occasion of the celebrations and it deserves permanent record as a tribute to the efforts on this memorable occasion on the part of those who love the University.

From all these details we confirm the impression of the vast expansion of the activities of the University during these 100 years. The greater part of these activities has been through the affiliated Colleges and the full discussion of the institutions which we are able to give should be our main recognition of the work carried on in the midst of great difficulties and under tremendous handicaps. We hope that the conclusion of the first 100 years is not only a land-mark in the history of the University, but will be a turning point in that of the Colleges, that from a period of stress and strain they will be able to emerge into a healthier growth under more favourable conditions. How and when this will be achieved we are not yet certain, but we look forward to the future with a confidence generated in the faith which we have in the value of strenuous human effort: we believe that sincere work by devoted missionaries in

the cause of education cannot go un-rewarded and that the product of this work will ultimately bear evidence not only to the indomitable nature of the human spirit but also to the capacity of the spirit to get the better of all material obstacles.

S.K. Siddhanta

INTRODUCTION

In the previous volume, a comprehensive history of the University of Calcutta has been given. That history has been a story of its birth, growth and development. After the first fifty years of existence, the transformation of the University from a purely examining and affiliating body to an institution both teaching and affiliating began. Its achievements as a teaching and research institution during the last fifty years have been amply acknowledged in the greetings and messages of goodwill that it received on attainment of a life of a hundred years. The University however remains essentially still an affiliating institution, and its structure and scheme of teaching are to a great extent influenced by the character of its being basically an affiliating body. To judge, therefore, properly the working of the University and for a fuller study of its history it is necessary to know the part these affiliated institutions played in the shaping and advancement of the University. With this object in view the present volume begins with an account of the colleges that came to be affiliated with it during the last hundred years.

Jurisdiction of the University

In the study of these affiliated colleges the first thing which attracts attention is the enormous territorial jurisdiction of the University of Calcutta during a considerable period of its existence. References to this have been made in several places in the previous volume. This jurisdiction practically continued till the Indian Universities Act of 1904 came into operation, wherein provision was made for the first time for defining the territorial limits of the five Universities then existing in India (including Burma and Ceylon), viz. the Universities of Calcutta, Bombay, Madras, the Punjab and Allahabad. In fact, there was no territorial limit fixed for the University of Calcutta in the Act of Incorporation in 1857, and when in 1882 the Punjab University and in 1887 the University of Allahabad came into existence, no provision was made in the Acts for these Universities, curtailing the jurisdiction of the University of Calcutta. From the list given in the present volume, of schools and colleges enjoying recognition and affiliation of the University of Calcutta in 1903, i.e. immediately before the Indian Universities Act of 1904 was passed,

it will appear that two institutions in the Punjab, viz. Bishop Cotton School, Simla and Baring High School, Batala (Gurdaspur) were then enjoying affiliation to the University of Calcutta ; St. John's College, Agra, Mahomedan Anglo-Oriental College, Aligarh, Thomason Engineering College, Rurkee, Joynarayan's College, Benares, and other colleges belonging to the then United Provinces of Agra and Oudh, were also affiliated to this University. Schools from the districts of Peshawar, Rawalpindi, Lahore, Dera-Ismail Khan, Multan, Jullundher, Ludhiana in the Punjab, Bhopal, Bundelkhand, Indore, Ujjain, Jaypur of Central India, Cawnpur, Lucknow, Mirzapur, Musoori, Nainital, Allahabad of the then United Provinces of Agra and Oudh, used to send up sudents for the Entrance examination of the University of Calcutta. From the accounts of affiliated colleges which appear in the following pages, it will appear that Lahore Government College which was first affiliated to the University of Calcutta in 1864 prepared students chiefly for the examinations of the Punjab University after that University was established but some of its students were also sent out for the examinations of the Calcutta University ; such was also the position of Government College, Delhi. Jaypur Maharaja's College, Jaypur, which was first affiliated to the University of Calcutta in 1873 trained students for the Oriental Examinations of the Punjab University and on the establishment of the University of Allahabad, it was affiliated to that University also although it continued enjoying affiliation of the Calcutta University long thereafter.

Under the Indian Universities Act of 1904, the Governor-General in Council was empowered to define the territorial limits of the five Universities mentioned above, and according to the notification of the Government of India, in the Home Department, dated 20th August, 1904, the limits of the University of Calcutta were confined to Bengal (including Behar and Orissa), Assam and Burma. Out of the areas over which the University formerly exercised its jurisdiction, Ceylon went under the University of Madras ; the States and provinces included in the Rajputana and Central India Agencies, the United Provinces of Agra and Oudh, the Central Provinces, and Ajmere and Marwara fell within the orbit of the University of Allahabad ; and the Punjab, the North Western Province and the State of Kashmir were placed under the Punjab University.

After the Indian Universities Act of 1904 came into operation, the Syndicate of the Calcutta University decided, on 18th August

1906, to withdraw recognition of the schools outside the territorial limits of the University with effect from 30th April 1907. At that time 2 schools in Kashmir, 17 in Central India, 15 in Central Provinces, 21 in Ceylon, 45 in the Punjab, and 21 in the United Provinces of Agra and Oudh were enjoying the privileges of such recognition. Steps were also taken for the withdrawal of affiliation of the colleges which fell within the areas outside the newly defined territorial limits of the University, according to the procedure laid down for disaffiliation of colleges under the New Regulations. Two colleges in the Punjab, five in the States of Rajputana Agency, three in the Central Province, six in the United Provinces of Agra and Oudh and seven in Ceylon were thus disaffiliated in 1907.

In 1917 the University of Patna was established and the colleges and schools belonging to the provinces of Bihar and Orissa went over to that University. In 1920 the University of Rangoon was established and the territory of Burma went out of the jurisdiction of the University of Calcutta in 1921, and in that year on the establishment of the University of Dacca, the Dacca College (Arts and Law), Dacca Training College and Jagannath College, Dacca, went into the fold of that University. Thus the jurisdiction of the University, which in 1904 extended practically over the whole of north India, Burma and Ceylon came to be limited in 1921 to the provinces of Bengal (undivided) and Assam. From 1921 till the date of India's partition on 14th August 1947, this shrunken jurisdiction of the University remained, however, undisturbed. But on that day all the colleges which fell within the territory of the newly created state of Eastern Pakistan had to sever their ties with the University of Calcutta. The following year the jurisdiction of the University was further set back; the University of Gauhati having been established on the 1st of January 1948, all the colleges and schools belonging to the province of Assam left the University of Calcutta. Illustrating all the different stages of shrinkage of the University's jurisdiction, a map of India prepared by the Asutosh Museum of Indian Art of this University has been appended to this volume.

Affiliated Colleges

Altogether nearly 274 colleges were admitted to the privileges of affiliation with the University of Calcutta during the last hundred years. Some of these institutions have gone out of existence and

some of them have grown into full-fledged universities. On the day of Centenary of this University, 124 colleges remained within its jurisdiction and the rest are affiliated to other Universities in India, Burma, Ceylon and Pakistan. A list of all these colleges has been given in this volume, with a brief account of their origin, excepting in the case of a very few Colleges of which no authentic account could be available. If a classification is made according to the sources of their origin, these institutions can be grouped as follows:— (*i*) Christian Missionary institutions, (*ii*) Government Colleges, (*iii*) Colleges which owe their origin to the munificence of the Princes and Chiefs and (*iv*) Institutions which grew up with the help of the general public or through the efforts and care of private individuals.

The number of Missionary institutions affiliated to the University during the first century of its existence was 47. It was these colleges that took the earliest opportunity of seeking affiliation to the University as soon as it was established. The first three colleges affiliated to the University were the Parental Academy and Doveton College, St. Paul's School, and the Free Church Institution of Calcutta. Of them the latter two were purely missionary institutions while the Parental Academy though a non-denominational college established and maintained by Christian parents, was then managed under the patronage and guidance of Alexander Duff. The next Missionary college to be affiliated was the London Missionary Society's Institution, Bhowanipur. Government colleges came in later for affiliation. The promptitude with which these Missionary colleges took advantage of the new situation, may be traced to the reasons which led to the controversy more than a decade ago, regarding equality of privileges these institutions claimed with those flourishing under the then Council of Education of the Government. To this reference has been made in Chapter I of the previous volume. Up to 1884, twenty-seven Missionary colleges were affiliated; nine more were affiliated between 1885 and 1905; four between 1906 and 1926, and seven between 1927 and 1956. At the end of the first century of the University the number of Missionary colleges under its jurisdiction was twelve; though comparatively small in number, they play an important part in the field of University education in West Bengal.

The total number of Government colleges affiliated to the University from 1857 to 1947 was 39, including one under the control of

the French Government of Chandernagore. Of these, 26 were affiliated up to year 1883, almost the same number as that of Missionary colleges during that period; 3 were affiliated between 1884-1904; 6 between 1905-1925; 4 between 1926-1947. During the period of sixty-three years, therefore, from 1884 to 1947, only 12 Government colleges excluding the college under the French Government were affiliated to the University. Of these, 2 were for Law studies, 3 for the training of teachers, 1 for leather technology, and 2 for medicine, viz. the School of Tropical Medicine and the All-India Institute of Hygiene and Public Health. The remaining 4 were for general education and it is to be noted that out of these four, two were reserved primarily for the students of the Muslim community. Some of the reasons which were responsible for this restriction in the institution of Government colleges under the University particularly after 1883, the year in which the Report of the first Indian Education Commission was published, have been discussed in Chapter IV of the previous volume. Since Independence, however, the number of Government colleges obtaining new affiliation to the University increased. During the last ten years up to 31st December 1956, 16 Government colleges were affiliated, and many of the colleges which were originally started and maintained out of the munificence of Zamindars, were taken over by Government during this period, on account of the abolition of Zamindaries and for other reasons. Besides these, some private institutions, mostly in the mofussil and in the suburbs of Calcutta, were taken up under the administration of Government for effecting development and improvement in order to attract more students from Calcutta colleges, relieving them from heavy congestion.

Then we come to the institutions known as private colleges including those established by the Princes. The number of private colleges under this university during the last hundred years was nearly twice that of Missionary and Government colleges taken together and significantly enough these private colleges began to grow rapidly after 1884, from which year the decline in the number of Missionary and Government colleges is noticeable. The conversion of the University of Calcutta from an 'aristocratic institution' which its original promoters intended it to be, to a 'popular institution', to which reference has been made in the first volume, is largely due to these private colleges and the greatest impulse to this popularisation was given when the Metropolitan Institution of

Calcutta, under Iswarchandra Vidyasagar, obtained affiliation from the University in 1872.

The colleges established by the Princes were maintained and financed, sometimes with funds of their own, from the State revenues. Their number was small ; yet they made important contribution to the spread of University education. Excepting only two, viz. the Residency College of Indore and the Rajkumar College of Bundelkhund which were reserved mainly for the education of the Chiefs and sons of Chiefs, all these colleges were open to every section of the people and in most of them education was provided free. Besides maintaining colleges in their own States, the Princes contributed liberally to the maintenance of other colleges and to the founding of scholarships, stipends, and prizes for the benefit and encouragement of poor and meritorious students in different institutions.

After affiliation of the Metropolitan Institution men like Sir Syed Ahmed Khan, Anandamohan Bose, Surendranath Banerjee came to take active part in the spread of University education by starting new colleges, some of them with a definite objective in view. The Mahomedan Anglo-Oriental College, Aligarh was started in 1875 "with the object of placing liberal education within the reach of the boys of the Mahomedan Community and to reconcile them to the study of western science and literature." It was affiliated in 1878. The City College, Calcutta was founded in 1879 by Anandamohan Bose, with an outlook of socio-religious orientation under the movement of Brahmoism and was affiliated to the University in 1881. The Presidency Institution, as the name of the Ripon College (later Surendranath College) then was, was taken charge of by Surendranath Banerjee in 1882 and affiliated in 1884. Similarly, the University School under Aghorenath Chatterjee, father of Mrs. Sarojini Naidu, was affiliated in 1885. This school was later amalgamated with the Metropolitan Institution and was known as the Balakhana Branch of that institution. Bangabasi College founded by Acharyya Girischandra Bose was affiliated in 1887. These were institutions which were established, maintained, and nourished to great centres of higher education through individual efforts and care only. Following them the Brajamohan Institution, Barisal, was raised to the college status in 1889 by Aswinikumar Dutta. The Central College, Calcutta, established and managed by Khudiram Bose, was affiliated in 1894, and the Aryya Mission Institution founded by Pandit Panchanan Bhattacharyya, with the object of infusing Hindu

thoughts and ideas into the University courses of teaching, was affiliated in 1895.

With the introduction of the Indian Universities Act of 1904 which required every college to be placed under the management of a governing body, personal management and ownership of private colleges, which so long prevailed, disappeared, and with them also disappeared the enlivening force of the genius and personality of the founders, with which the institutions were suffused. When therefore, institutions were later established through the efforts of a single individual, his help was more in the shape of financial assistance and, in a few cases, general direction and guidance only. Financial assistance to colleges and educational institutions which formerly came mainly from the talukdars and zamindars, came latterly more and more from businessmen and men in other avocations. But the part played by the talukdars and particularly by the zamindars of Bengal in helping educational institutions, secondary as well as higher, to come into being, to grow up and stabilize, deserves the commendation of history.

The amount of donations in land, building and money and of endowments for scholarships, prizes etc. made to these private colleges under the University by the general public, comes to an enormous sum and assessed to exact figure, it will compare favourably with that of any of the noted Universities of longer standing and tradition. In an account of one of these colleges, it is stated that poor agriculturists also subscribed to the college fund. In this way the University education has been helped to progress, with the result that when the University took up the function of post-graduate teaching and research it found the ground ready for the work.

In the section "Institutes and Departments of the University" of this volume, an account of the Post-Graduate Departments of the University and its different Institutions has been given for presenting a full picture of the University's activities in all its aspects, and for this purpose a selected list of Research Publications by University teachers has also been given, as far as possible from the beginning of post-graduate teaching in the University.

Lastly, a full report of the University Centenary Celebrations which so successfully ended has been given in this volume.

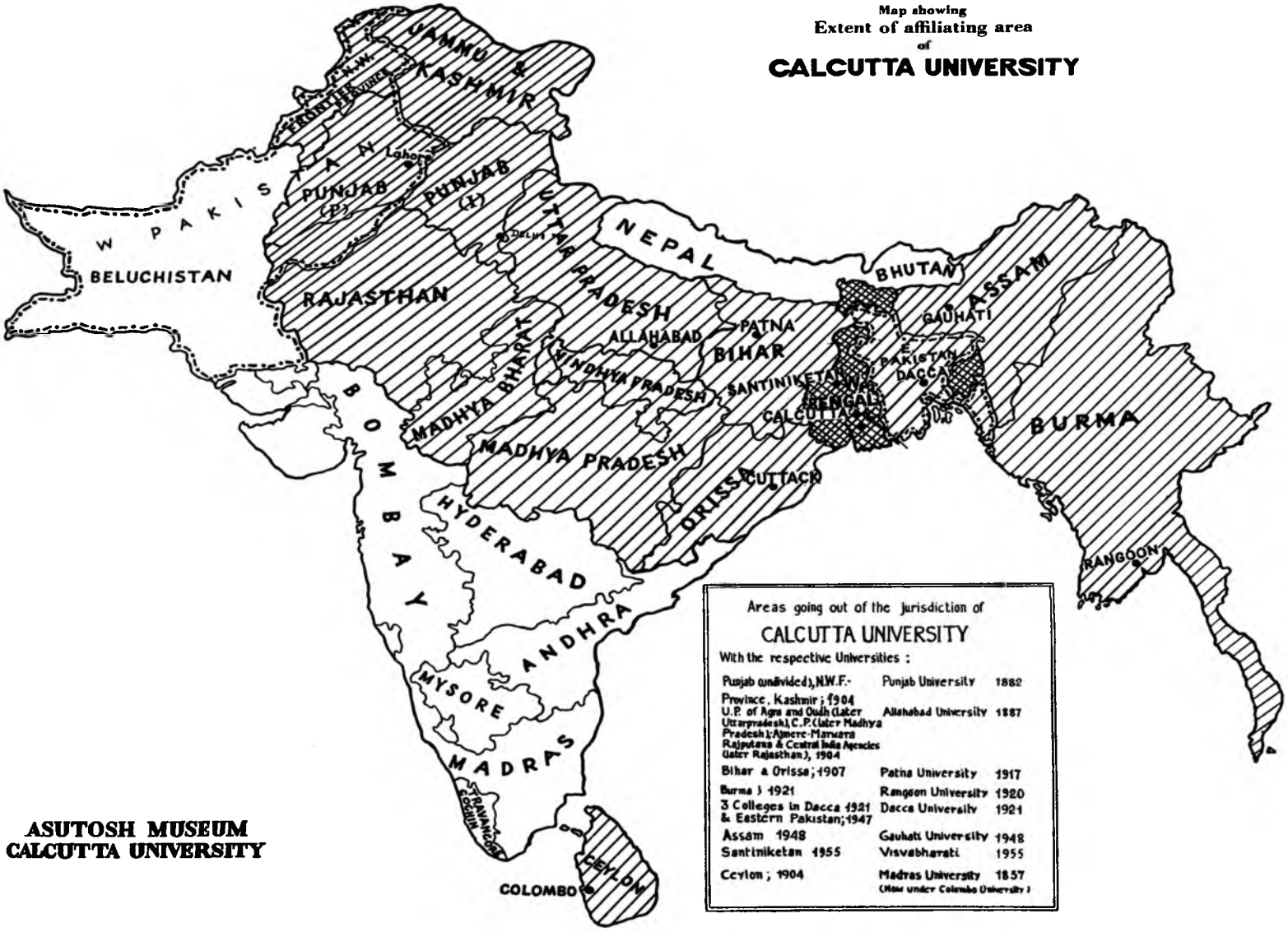
In conclusion I have to offer my grateful thanks to those who have helped me in the preparation and the publication of these

volumes. I offer my thanks to all my co-workers, including Sri Sailendranath Biswas, formerly Assistant Registrar of this University, Sri Brajendranath Pal, formerly Librarian, University College of Law of this University as also Sri Debabrata Mitra and Sri Sribhusan Mitra, my confidential stenographer.

Tarunath Nath Banerjee

Map showing
Extent of affiliating area
of

CALCUTTA UNIVERSITY



Areas going out of the jurisdiction of

CALCUTTA UNIVERSITY

With the respective Universities :

Punjab (undivided), N.W.F. Province, Kashmir; 1904	Punjab University	1882
U.P. of Agra and Oudh (later Uttarpradesh), C.P. (later Madhya Pradesh), Ajmere-Marwara Rajputana & Central India Agencies (later Rajasthan), 1904	Allahabad University	1887
Bihar & Orissa; 1907	Patna University	1917
Burma ; 1921	Rangoon University	1920
3 Colleges in Dacca 1921 & Eastern Pakistan; 1947	Dacca University	1921
Assam 1948	Gauhati University	1948
Santiniketan 1955	Visvabharati	1955
Ceylon ; 1904	Madras University (Now under Colombo University)	1857

ASUTOSH MUSEUM
CALCUTTA UNIVERSITY

LIST OF COLLEGES AFFILIATED TO THE UNIVERSITY OF CALCUTTA, 1857-1956

(Showing year of first affiliation)

1857

Parental Academic Institution and Doveton College (Doveton College), Calcutta.
St. Paul's School, Calcutta (*later* shifted to Darjeeling: Re-affiliated in 1936).
*Free Church Institution, Calcutta (*later* Duff College—amalgamated with General Assembly's Institution, *now* Scottish Church College).
La Martiniere, Calcutta (Re-affiliated in 1928).
London Missionary Society's Institution, Bhowanipur, Calcutta.
*Presidency College, Calcutta.
*Calcutta Medical College, Calcutta.
Calcutta Civil Engineering College, Calcutta (*later* Bengal Engineering College, Howrah: Re-affiliated in 1880).
*Hooghly College (*later* Hooghly Mohsin College), Hooghly.
Dacca College, Dacca.†
*Krishnagar College, Krishnagar.
*Berhampur College (*now* Krishnath College), Berhampur, West Bengal.
Serampur College, Serampur, Bengal (Re-affiliated in 1911).

1859

Queen's College, Colombo, (Ceylon).

1860

Agra College, Agra.
Benares College, Benares (*later* Queen's College, Benares).
Bishop's College, Calcutta.
*Sanskrit College, Calcutta.
Saugar High School (*later* Jabalpur College), Central Provinces.

1862

Ajmere College, Ajmere.
*St. Xavier's College, Calcutta.
St. John's College, Agra.
Jay Narain's College, Benares.
Patna College, Patna.
Barielly College, Barielly.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

1863

St. Thomas' College, Colombo, (Ceylon).

1864

Lahore Government College, Lahore.†
St. Stephen's College, Delhi.
Thomason Engineering College, Roorkee.
Lahore Mission School, Lahore.†
*General Assembly's Institution (*later* amalgamated with Free Church Institution—*now* Scottish Church College), Calcutta.
Government College, Delhi.

1865

Cathedral Mission College, Calcutta. (*Re-started* as Church Missionary Society's College in 1899—*now* St. Paul's C. M. College).
Church Mission School, Amritsar.
Victoria College, Agra.

1866

Bishop's School (*later* Bishop Cotton School), Simla.
Christ Church School, Cawnpur.
Gowhatty School, Gowhatty, Assam.

1867

Calcutta Madrassah, Calcutta.
Canning College, Lucknow.

1868

Cuttack School (*later* Ravenshaw College), Cuttack.
Sehore High School, Central Provinces.

1869

La Martiniere College, Lucknow.
Mussorie School, Mussorie.
Chittagong School (*later* Chittagong College), Chittagong.†
Allahabad High School, Allahabad.

1870

St. Peter's College, Agra.

1871

London Mission School, Benares.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

1872

London Mission School, Mirzapore.
*Metropolitan Institution (*now* Vidyasagar College), Calcutta.
Muir College (*later* Muir Central College), Allahabad.

1873

Jaipur Maharaja's College, Jaipur.
*Midnapore High School (*now* Midnapore College), Midnapore.
Baulia High School (*later* Rajshahye College), Rajshahi.†

1874

Patiala Maharaja's School, Patiala.
Kandy Collegiate School (*later* Trinity College), Kandy, Ceylon.

1876

Wesley College, Colombo, Ceylon.
Wesleyan Central Institution, Batticaloa, Ceylon.

1877

Residency College, Indore.
Rungpore High School, Rungpore.†

1878

Mahomedan Anglo-Oriental College, Aligarh.

1879

St. Francis De Sale's School, Nagpur.
Government High School (*later* Rangoon College), Rangoon.

1880

Christian Boarding School (*later* Batala Baring High School), Batala.
Rajkumar College, Nowgong, Bundelkhand.
*Government Engineering College (*now* Bengal Engineering College), Howrah.

1881

*City College, Calcutta.
Albert College, Calcutta.

1882

*Maharaja's High School (*now* Burdwan Raj College), Burdwan.
Government High School, Fyzabad.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

1883

Prince of Wales College, Moratuwa, Ceylon.
St. George's College, Mussorie.
Free Church Institution and Hislop College, Nagpur.
Allahabad High School (Girls' Department), Allahabad.
St. Thomas' College, Muree.†
Jagannath College, Dacca.†

1884

Boys' High School (*later* Nainital College and Boys' High School), Nainital.
Rutlam Central College, Central India.
*Presidency Institution (*later* Ripon College—*now* Surendranath College), Calcutta.

1885

Morris College (*later* Morris Memorial College), Nagpur.
University School, Calcutta.
*Ripon College in Law (*now* Surendranath Law College), Calcutta.
London Mission High School (*later* Ramsay School), Almorah.

1886

Girls' High School, Lucknow.
Narail High School (*later* Victoria College), Narail.†

1887

*Uttarpara College (*now* Raja Pearymohan College), Uttarpara.
*Bangabasi College, Calcutta.
Robert's Memorial School, Calcutta.
Tejnarayan Jubilee College, Bhagalpur.
Canadian Mission College, Indore.

1888

Armenian College, Calcutta.
*Bethune Girls' School (*now* Bethune College), Calcutta.
*Victoria College, Cooch Behar.

1889

St. Joseph's College, Darjeeling (Re-affiliated in 1927).
Behar National Institution (*later* Behar National College), Bankipore, Patna.

*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

Rajchundra School, Barisal.†
Brajamohan Institution (*later* Brajamohan College), Barisal.†

1890

St. Mary's Institution (*later* Dupleix College—*then* College de Bussy—*now* Chandernagore College), Chandernagore (Re-affiliated in 1931).

1891

Jaffna College, Jaffna, Ceylon.
New Holkar College (*later* Tukajirao Holkar College), Central India.
Murarichand College, Sylhet.†

1892

St. John's College, Jaffna, Ceylon.

1893

Indian Association for the Cultivation of Science, Calcutta

1894

Calcutta Boys' School, Calcutta.
Central Institution (*later* Central College), Calcutta.
Baptist College (*later* Judson College), Rangoon.

1895

Aryya Mission Institution, Calcutta.
Hindu High School, Jaffna, Ceylon.
Central School, Calcutta.

1897

Central College, Jaffna, Ceylon.
Munshiganj High School (*later* Harendralal College), Munshiganj.†

1898

Diamond Jubilee College, Monghyr.
*Krishnachandra College, Hetampore.
Pabna Institution (*later* Edward College), Pabna.†

1899

Bhumihar Brahman College, Muzafferpur.
Victoria School (*later* Victoria College), Comilla.†

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

Dublin University Mission College (*later* St. Columba's College), Hazaribagh.
*Church Missionary Society's College (*now* St. Paul's C. M. College), Calcutta.

1900

Pramatha Manmatha College, Tangail.†

1901

Gauhati Government College (*later* Cotton College), Gauhati, Assam.

1902

City College, Mymensingh Branch, Mymensingh.†

1907

*Wesleyan Mission College (*later* Wesleyan College—*then* Bankura College—*now* Bankura Christian College), Bankura.
Daulatpur Hindu Academy, Khulna.†
Diocesan Mission Girls' School (*later* Diocesan College), Calcutta.

1908

Anandamohan College, Mymensingh.†
*David Hare Training College, Calcutta.

1909

Patna Training College, Patna.
*University Law College, Calcutta.

1910

Dacca Training College, Dacca.†
Dacca Law College, Dacca.†

1911

*Serampore College, Serampore.

1913

*Loreto House, Calcutta.

1914

Gauhaty Law College (*later* Earl Law College), Gauhaty, Assam.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

1916

*South Suburban College (*now* Asutosh College), Calcutta.
*Medical College, Belgachia (*later* Carmichael Medical College—*now* R. G. Kar Medical College), Calcutta.

1917

Carmichael College, Rangpur.†

1918

Rajendra College, Faridpur.†
Bagerhat College (*later* Praphulla Chandra College), Bagerhat.†

1922

Feni College, Feni.†

1923

*Narasinha Dutta College, Howrah.

1924

St. Edmund's College, Shillong, Assam.
*St. Joseph's High School (*now* St. Joseph's College), Calcutta.

1926

Saadat College, Karatia.†
*Islamia College (*now* Central Calcutta College), Calcutta.
*Prabhatkumar College, Contai, Midnapore.

1927

*St. Joseph's College, Darjeeling.
St. James' College, Calcutta.

1928

*La Martiniere, Calcutta.
*Calcutta School of Tropical Medicine and Institute of Hygiene, Calcutta (*also* Recognised in 1954).

1931

Jorhat College (*later* Jorhat Jagannath Barooah College), Assam.
*Chandernagore College, Chandernagore, Hughli.

1932

*Victoria Institution, Calcutta.
Brindaban College, Sylhet.†

---

*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

1933

*Scottish Universities Mission College, Kalimpong, Darjeeling.
Victoria Institution, Kurseong.

1935

Gurucharan College, Silchar, Assam.
St. Anthony's College, Shillong, Assam.
*All-India Institute of Hygiene & Public Health, Calcutta.
*Salesian College, Sonada, Darjeeling.

1936

*St. Paul's College, Darjeeling.

1937

St. Helen's College, Kurseong.
St. Mary's College, Shillong, Assam.

1938

*Gokhale Memorial Girls' College, Calcutta.
Lady Keane Girls' College, Shillong, Assam.

1939

*Union Christian Training College, Berhampur (West Bengal).
*South Calcutta Girls' College, Calcutta.
Haraganga College, Munshiganj.†
Sir Asutosh College, Kanungopara, Chittagong.†
Azizul Haque College, Bogra.†
*Lady Brabourne College, Calcutta.

1940

*Women's College, Calcutta.
Fazlul Huq College, Chakhar, Barisal.†
Madanmohan College, Sylhet.†
Sirajganj College, Sirajganj.†
Madhab Chaudhury College, Barpeta, Assam.
Radhakanta Handique Girls' College, Gauhati, Assam.
Fazlul Huq College, Adina.†

1941

*Ramkrishna Mission Vidyamandir, Belur, Howrah.
Srikail College, Tipperah.†
*Bengal Tanning Institute, Calcutta.
*Maharaja Manindrachandra College, Calcutta.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

Jessore Michael Madhusudan College, Jessore.†
Women's College, Sylhet.†

1942

*Anandachandra College, Jalpaiguri.
B. Barooah College, Gauhati, Assam.
Debendra College, Manikganj.†
Srikrishna College, Ramdia, Faridpur.†
(Shifted to Indian Union at Bogoola in 1950 and affiliated in 1952)
Ripon College (*later* Surendranath College), Dinajpur.†

1943

Choumohani College, Noakhali.†
*Kalna College, Kalna.
Kisoreganj Gurudayal College, Kisoreganj, Mymensingh.†

1944

*Asansol College, Asansol.
Kumudini College, Tangail, Mymensingh.†
*Malda College, Malda, West Bengal.
Nowgong College, Nowgong, Assam.
Rajendrakumar Girls' College, Khulna.†
Sunamganj College, Sylhet.†

1945

Tolaram Girls' College, Dacca.†
*Ballygunge Girls' Institute (*now* Muralidhar Girls' College), Calcutta.
Darrang College, Tezpur, Assam.
Nalbari College, Nalbari, Assam.
*Ramananda College, Bishnupur, Bankura.
*Seth Anandaram Jaipuria College, Calcutta.

1946

*Berhampur Girls' College, Berhampur, West Bengal.
Chandpur College, Tipperah.†
Dhanamanjari College, Imphal, Manipur.
Dhubri College, Dhubri, Assam.
Dibrugarh College, Dibrugarh, Assam.
Jamalpur College, Jamalpur, Mymensingh.†
Karimganj College, Karimganj, Sylhet.†

*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

*Mahisadal Raj College, Mahisadal, Midnapore.
Monmohini Institute of Science and Technology, Hemaitpur, Pabna.†
*Ramsaday College, Howrah.
Satkhira College, Satkhira, Khulna.†

1947

*Charuchandra College, Calcutta.
*Howrah Girls' College, Howrah.
*Gobordanga Hindu College, Gobordanga, 24-Perganas.
*Maharaja Bir Bikram College, Agartala, Tripura.
*Rishi Bankim Chandra College, Naihati, 24-Perganas.
*Women's Christian College, Calcutta.
*Dinabandhu Mahavidyalaya, Bongong, 24-Perganas.
*Basirhat College, Basirhat, 24-Perganas.
Lake Medical College, Calcutta.

1948

*Calcutta National Medical Institute, Calcutta.
*Nilratan Sircar Medical College, Calcutta.
*Suri Vidyasagar College, Suri, Birbhum.
*Darjeeling Government College, Darjeeling.
*Katwa College, Katwa, Burdwan.
*Uluberia College, Uluberia, Howrah.
*Syamsundar College, Burdwan.
Netaji Subhas College, Calcutta.
*Garbeta College, Midnapore.
*Santipur College, Nadia.
*Nabadwip Vidyasagar College, Nadia.
*Fakirchand College, Diamond Harbour, 24 Perganas.
*Netaji Mahavidyalaya, Arambagh, Hooghly.
*Raiganj College, West Dinajpur.
*Tamralipta Mahavidyalaya, Tamluk, Midnapore
*Bankura Sammilani College, Bankura.
*Balurghat College, West Dinajpur.
*Sibpur Dinabandhu College, Howrah.

1949

*Sripat Singh College, Jiaganj, Murshidabad.
*Jhargram Agricultural College (*now* Jhargram Raj College), Jhargram, Midnapore.
*Kharagpur College, Kharagpur, Midnapore.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

1950

*Ranaghat College, Ranaghat, Nadia.
*Barisha College (*now* Barisha Vivekananda College), Barisha, 24 Perganas.
*Barasat Government College, Barasat, 24 Perganas.
*Kandi Raj College, Kandi, Murshidabad.
*Jangipur College, Jangipur, Murshidabad.
*Rampurhat College, Rampurhat, Birbhum.
*Siliguri College, Siliguri, Darjeeling.
*Bolpur College, Bolpur, Birbhum.
*Bijoy Narain Mahavidyalaya, Itachuna, Hooghly.
*Ramkrishna Mahavidyalaya, Tripura.
*Hooghly Women's College, Hooghly.
*Taki Government College, Taki, 24 Perganas.
*Dum Dum Motijhil College, Dum Dum, Calcutta.
*Asansol Manimala Girls' College, Asansol, Burdwan.

1951

*Prasannadeb Balika Mahavidyalaya, Jalpaiguri.
*Goenka College of Commerce and Business Administration, Calcutta.
*Vijaygarh Jyotish Ray College, Jadavpur, Calcutta.

1952

*Srikrishna College, Bogoola, Nadia.
*Calcutta Dental College, Calcutta.

1953

*Bengal Veterinary College, Calcutta.

1954

*Barrackpore Rastraguru Surendranath College, Barrackpore, 24 Parganas.
*West Bengal State College of Agriculture, Calcutta.
*Institute of Education for Women, Calcutta.

1955

*Maharajadhiraj Udaychand College for Women, Burdwan.
*Chittaranjan Seva Sadan, Calcutta.
*Deshbandhu College for Girls, Calcutta.
*Sri Sikshyatan (College Department), Calcutta.
*Seth Soorajmull Jalan Girls' College, Calcutta.

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*College still enjoying affiliation under the University.
†The area, town or district now within Pakistan.

*Government Training College, Hooghly.
*Bankimchandra Sardar Mahavidyalaya, Tangrakhali.

1956

*Bankura Sammilani Medical College, Bankura.
*Khudiram Bose Central College, Calcutta.
*Sri Chaitanya College, Habra, 24 Perganas.
*Narkeldanga Gooroodass College, Calcutta.
*Bon-Hooghly Brahmananda Kesabchandra College, Kamarhatty, 24 Perganas.
*Vaishnabghata Dinabandhu Andrews College, Garia, 24 Perganas.
*Dum Dum Sarojini Naidu College for Women, Dum Dum, Calcutta.
*Dinhatta College, Cooch-Behar.

Recognised under Sec. 7, Chapter XVI of the Regulations under Indian Universities Act, 1904.

VISVA-BHARATI, Santiniketan, Birbhum. (Recognition ceased after the Institution was converted into a University in 1951).

Institutions Recognised under different Chapters of the Regulations :—

School of Tropical Medicine, Calcutta.
Dufferin Hospital, Calcutta.
Eden Hospital, Medical College, Calcutta.
School of Anesthesiology, Seth Sukhlal Karnani Hospital, Calcutta.
Institute of Child Health, Calcutta.

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*College still enjoying affiliation under the University.

DESCRIPTIVE ACCOUNTS OF COLLEGES

PARENTAL ACADEMIC INSTITUTION AND DOVETON COLLEGE (DOVETON COLLEGE), CALCUTTA

First Affiliation, 1857.

The College was attached to the Parental Academic Institution, which was a boarding and day school, established on 1st March 1823 by a body of Christian Parents who were anxious to secure for their children the benefits of liberal education. In 1855 a legacy of Rs. 2,30,000 was bequeathed to the institution by Capt. John Doveton and the College was named after the donor. It had a number of scholarships; each scholarship carried with it the privilege of free education.

In 1871 other bequests were made to the Institution by Lawrence Augustus de Souza of the firm of Messrs Thomas de Souza & Sons of Calcutta. These consisted of, first, a sum of Rupees Three lakhs and second, a sum of Rs. 15,000 to provide for the maintenance and education of certain number of boys and girls of East Indian parents of a certain class and for the award of a scholarship in English literature. A further sum of Rs. 30,000 was bequeathed by L. A. Souza for the education of an East Indian youth, whether educated at the Doveton College or elsewhere, in England, to enable him to compete for the covenanted Civil Service of India.

ST. PAUL'S SCHOOL, CALCUTTA (ST. PAUL'S SCHOOL, DARJEELING)

First Affiliation, 1857 (Re-affiliated in 1936).

This Institution was founded in 1845 and was located in Chowringhee, Calcutta. It was under the control of a Committee of which the Bishop of Calcutta was President and the Venerable Archdeacon, Vice-President.

One boarder and four day-boys were on the foundation. The first received his board and education free and the other four, their education. The nomination to these rested with the Bishop of Calcutta.

In addition to the school course there was a University course for teaching candidates for the B.A. degree of the Calcutta University.

In 1863 the want of a good school in the hills was keenly felt and the old premises of the school in Calcutta were sold, and with the proceeds an estate was purchased in Darjeeling and a new school bearing the same name as the school in Calcutta was built.

The Institution is situated at a very high altitude about 1000 ft. above Darjeeling and to the south of it. "The view," writes Sir Joseph Hooker, "is one quite unparalleled for the scenery it embraces . . ."

The Institution was re-affiliated in 1936 up to the Intermediate standard in Arts and Science.

FREE CHURCH INSTITUTION, CALCUTTA

First Affiliation, 1857.

The Institution was originally established by Dr. Alexander Duff in August, 1830 for the education of native youths under the name of the General Assembly's Institution. Since 1843 it was designated the Free Church Institution, being supported by the Free Church of Scotland. It was later known as Duff College.

The Institution was accommodated in a handsome new edifice erected at Nimtollah Street (subsequently Jorabagan Police Court) at a cost of upwards £ 15,000.

It consisted of two departments, a college department and a preparatory and normal school.

The average number of students exceeded a thousand, of whom about 150 belonged to the college department.

There was an endowment of Rs. 100 p.m. for small scholarships of Rs. 5 or 6 per month each allotted only to those who passed the University Entrance Examination.

There were other scholarships such as the Theological scholarship of Rs. 16 per month called the "Duff Scholarship", the Hawkins Scholarship of Rs. 8 a month and a few senior and junior Government scholarships granted to those who successfully passed the University examination.

There were also annual prizes such as the Macdonald Prize, the Ewart Memorial Prize and the Kellse Prize.

[*Vide* General Assembly's Institution hereafter on page 29]

LA MARTINIERE, CALCUTTA

First Affiliation, 1857 (Re-affiliated in 1928).

This Institution was founded by Claude Martin, a native of Lyons in France, and a Major General in the service of His Majesty the King of Oude. By his will he bequeathed a sum of three hundred and fifty thousand sicca rupees, to be devoted to the establishment of a school for the Christian inhabitants of Calcutta, under the direction of the government of the Supreme Court.

The Governors of the College from time to time selected, from among the Christian population of Calcutta, a sufficient number of boys between the age of 5 and 10, who were educated and supported entirely out of the funds of the school.

The Institution in Calcutta was opened on 1st March, 1836 and was divided into two departments, the college and the school. There were also a number of prizes and scholarships in the College.

The College was re-affiliated in 1928 up to the Intermediate standards in Arts and Science.

LONDON MISSIONARY SOCIETY'S INSTITUTION, BHOWANIPUR

First Affiliation, 1857.

The Institution was founded by the London Missionary Society in 1838. In 1858 the large and handsome building was opened. It was supported by the funds of the London Missionary Society. A fee of eight annas was levied on each scholar.

It was divided into three departments, viz. a College department, a School department and a Theological class for training Christian natives for missionary work.

PRESIDENCY COLLEGE, CALCUTTA

First Affiliation, 1857.

Presidency College, the oldest College established in India for imparting English education, has a history of continuous development since the 20th January, 1817, when the Hindu College was founded through the generosity and vision of a number of prominent Hindus and Englishmen of Calcutta. The success of the Hindu College proved the strength and extent of the popular demand for

English education and helped in moulding the educational policy of the Government.

The Hindu College was taken over by the Government under their direct control in 1853 and the senior department of the College was renamed the Presidency College and thrown open to students of all communities and the junior department still survives in the Hindu School. Though the College began to function from that year it was formally established on the 15th June, 1855 after the orders of the Court of Directors of the East India Company had been obtained.

After the creation of the state-department of Public Instruction in July 1854, the College was administered by the Education Department under the Director of Public Instruction, Bengal, from 1855 to 1910 after which a Governing Body was formed from March 1910 under the University Regulations.

The College continued to be affiliated up to the post-graduate stage till 1917, when the University assumed the entire responsibility for M.A. and M.Sc. teaching. The College is still connected with post-graduate teaching as it admits and provides facilities of study and work for M.A. and M.Sc. students and lends services of many members of its staff on an honorary basis for part-time post-graduate teaching in the University.

Of the many changes in the teaching arrangements of the College, mention may be made of the complete separation of Pass and Honours teaching, the restriction of admission to the B.A. and B.Sc. classes Honours students only, provision for Intermediate teaching in Civics, Biology and Geology and the transfer of the Sanskrit and Pali and of the Arabic and Urdu Departments to the Sanskrit and Central Calcutta Colleges respectively. From 1945 it has been admitting women students but their admission is at present restricted to the Honours and Post-graduate classes only.

The College had Engineering and Law classes which were closed in 1880 and 1885 respectively.

The present building on College Street, which is very spacious, has, apart from its class rooms, well-equipped science laboratories, a fine library and an astronomical laboratory.

It has its extra-curricular activities and grants a number of scholarships, stipends, free-studentships, prizes and medals.

The first two graduates of the Calcutta University, Bankim Chandra Chattopadhyaya and Jadunath Bose, who passed the B.A.

Examination in 1858, were students of this College and the first two girls students at this College were in 1897-99.

The College is affiliated to the I.A., I.Sc., B.A and B.Sc., standards of the Calcutta University.

It has got two hostels—(1) the Eden Hindu Hostel which provides accommodation for under-graduate students—(2) another hostel for post-graduate students.

MEDICAL COLLEGE, CALCUTTA

First Affiliation, 1857.

The Calcutta Medical College was established by the Governor-General's order No. 28 of 1835. The College is the result of the recommendation of the Committee formed in 1833 by Lord William Bentinck, to investigate into the question of medical education in this country. The report of the Committee recommended the establishment of a medical college for the teaching of the Western Medical science on the same line as was prevalent in Europe. A knowledge of English was essential and the College was opened to all classes of Indians irrespective of caste and creed.

The College was opened on the 20th February, 1835, and was first accommodated in the premises previously occupied by the Petty-Court Jail, an old house at the back of the then Hindu College. The first hospital was opened on the 1st April, 1838. A secondary course in Hindusthani was opened in 1838 for the education of subordinate doctors specially in the Army, and fourteen years later i.e. in 1852, a Bengali class for recruitment of subordinate doctors for the civil hospitals and jails, was opened. The Medical College gradually increased, necessitating the transfer of the vernacular class in 1873 to a newly established Medical School—the Campbell Medical School, lately upgraded and named as the Nilratan Sarkar Medical College.

The magnificent Medical College Building was opened for the reception of patients, on 1st December 1852, and the College was affiliated to the Calcutta University in 1857. The students were allowed to appear at the L.M.S., M.B. and M.D. degrees of the Calcutta University. The L.M.S. course was abolished in 1907.

It is a teaching institution for medical students and nurses and affords facilities for post-graduate teaching. Besides there is a

Condensed Course for two years for the benefit of candidates who have passed from Medical schools.

It has a hostel for women students and attached messes for male students and has got extra-curricular activities and grants scholarships and stipends. It is affiliated to the M.B.B.S., D.O.M.S., and T.D.D. courses of the University.

CALCUTTA CIVIL ENGINEERING COLLEGE (BENGAL ENGINEERING COLLEGE, HOWRAH)

First Affiliation, 1857 (Re-affiliated in 1880).

The Bengal Engineering College, a residential College since 1880, has developed from the Calcutta College of Civil Engineering opened at the Writers' Buildings in November, 1856 and affiliated to the Calcutta University in 1857 for the Licentiate Course in Civil Engineering. In 1865 it was amalgamated with the Presidency College, Calcutta. Later in 1880 it was detached from the Presidency College and shifted to the present premises and housed in the buildings of the old Bishop's College. The College then obtained fresh affiliation from the University.

Besides training Civil Engineers for the Public Works Department and Mechanical apprentices, the College held classes in Agriculture, Mining, in training of Motor Mechanics and Dyeing. The Motor Mechanics and the Mining Engineering classes were subsequently discontinued, the last on account of the opening of the Dhanbad School of Mines.

It has its own building at Sibpur on the banks of the river Ganges, a library containing books on Engineering and allied subjects and eight attached hostels.

It has extra-curricular activities and grants a number of stipends and scholarships.

It is affiliated in the following courses:—

(1) Degree course in Civil Engineering (B.E. Civil)
(2) Do in Mechanical Engineering (B.E. Mech.)
(3) Do in Electrical Engineering (B.E. Electric)
(4) Do in Metallurgical Engineering (B.E. Met.)
(5) Do in Architecture (B. Arch.)
(6) Post-graduate Diploma-course in Town and Regional Planning (D.T.R.P.)

HOOGHLY COLLEGE (HOOGHLY MOHSIN COLLEGE), HOOGHLY

First Affiliation, 1857.

The Institution was founded in 1836 and was supported from the funds bequeathed by Muhammad Mohsin who died without heirs in 1812, and left his large property yielding an annual income of Rs. 45,000/- to Mahomedan Trustees "for the service of God". Owing to the mismanagement of the funds, Government assumed the office of the Trustees and a litigation ensued, which extended over many years, during which the annual income accumulated, forming a surplus of Rs. 8,61,100/-. The surplus was devoted to the foundation and endowment of the Hoogly College, and was further increased by funds available on the death of one of the Mutwallees of *Hughli Imambarah* which also derived its support from his legacy.

It started with two Departments—the English and the Oriental, under the General Committee of Public Instruction, Lower Provinces. The English Department was divided into the College and the Collegiate School. The Madrassa became a separate unit in 1922. The College was affiliated to the University. It had a Law Department and its students appeared at the M.A. Examination also. From 1872 Government took over the entire responsibility for all its expenses. The College now teaches up to the Honours standard in some subjects of the Arts and Science sections.

The College is housed in a two-storeyed building, its laboratories are well-equipped and its library is well-stocked. Extra curricular activities in the College are encouraged and stipends, Government lump grants, scholarships and other concessions are awarded to students who are eligible.

DACCA COLLEGE, DACCA

First Affiliation, 1857.

The College was supported by Government and was under the control of the Director of Public Instruction, Bengal.

It was originally opened as a school by the General Committee of Public Instruction, Lower Provinces, in the year 1835

In 1841 it was converted into a college, when a Principal was appointed. The College building was erected partly by public subscription in the same year at a cost of Company's Rs. 36,679.

The College was affiliated to the Calcutta University for the

I.A., I.Sc., B.A. (Pass & Hons), B.Sc., and M.A. (English, Group B). Attached to the College and under the control of Principal, was a hostel.

KRISHNAGAR COLLEGE, KRISHNAGAR

First Affiliation, 1857.

This College was formally opened on 1st January, 1846. Its first Principal was Captain D. L. Richardson. On June 22, 1848 the Council of Education took over the general control of the College from the Local Committee, and it devolved on the Director of Public Instruction, Bengal in January, 1855. In 1865, B.A. and Law classes were started. The M.A. classes were started in 1870. In 1873, Chemistry was introduced as a compulsory Science subject in First Arts Course. In 1871, the B.A. classes were abolished and the College was reduced to second-grade status. Three years later the B.A. classes were restored and the College again became a first grade Institution. Subsequently M.A. and B.L. classes were abolished. In 1908-09, a Governing Body was appointed. Co-education was first introduced in 1932. Morning classes were opened to accommodate the influx of refugee students.

The College building typifies mid-nineteenth century architectural pattern. It has properly equipped laboratories and well-stocked library. There are various extra-curricular activities in the College. Scholarships, stipends etc. are awarded to deserving students.

KRISHNATH COLLEGE, BERHAMPORE

First Affiliation, 1857.

The older Gazetteers are unanimous in recording that a British College was opened in Berhampore in 1826 but the College, as it is now known, was opened in 1853. The foundation stone of the building was laid in 1863 and the building came into use in 1869. A Law Department was added in 1864, which was abolished in 1875. The Institution became a first grade college in 1869 but was reduced in 1872 to the status of a second grade College. It again became a first grade College with a Law Department in 1888. The Law Department was abolished on the establishment of the University Law College.

In pursuance of the policy of the Education Commission of 1882 the Bengal Government decided in 1886 to transfer the College to private management. Since Maharani Swarnamayee of Cossimbazar offered to maintain it, the Bengal Government resolved that the control of the College be vested in a Board of Trustees as proposed by the Maharani. On her death the task of maintaining the College devolved upon her nephew and successor, Maharaja Sir Manindra-chandra Nandi of Cossimbazar, with a Board of Management with the Maharaja as President.

In accordance with the terms of an Indenture executed on 5th December, 1904 the financial responsibilities of the College were transferred to the Maharaja and his heirs and the control and management of the College was vested in a Board of Management, of which the Maharaja or his successor was ex-officio President.

The building stands on an imposing gothic-saracenic structure with spires and a high tower-clock. The laboratories are well-equipped. The College library is one of the biggest in the mofussil. There are three hostels for Hindus and one for Muslim students. There are extra-curricular activities in the College. Scholarships and stipends are awarded to students. It was first affiliated in 1857 and subsequently affiliation was extended up to B.A. (Hons) and B.Sc. (Hons) standards in certain subjects. B.Com. affiliation was granted but B.Com. classes were abolished in 1954.

SERAMPORE COLLEGE, SERAMPORE

First Affiliation, 1857 (Re-affiliated 1911).

This College was founded in 1818 under the patronage of the Marquis of Hastings, the Governor-General of India, by the Revds. Dr. Carey, Dr. Marshman and William Ward, who together with Colonel Krefting, the Danish Governor of Serampore, and Mr. J. C. Marshman, formed the first College Council. In 1821 the College received a donation from King Frederick VI of Denmark of certain premises, and this act was followed in 1827 by the grant of a Royal Charter empowering the College to grant degrees.

The land on which the College stands was purchased chiefly by subscription. The entire expense of the buildings, amounting to £15,000/- was covered by the private funds of the Serampore

Missionaries who were the first promoters of the undertaking. After the death of Dr. Marshman, the funds for carrying on the operations of the College were provided partly by the endowments but chiefly by the liberality of Mr. J. C. Marshman, the only surviving member of the original Council. On his departure from India in 1856 the College was placed under the direction of the Baptist Missionary Society.

In 1857 the Institution was one of the first to be affiliated to the Calcutta University. This connection continued till 1882 when it was decided to close the Arts Department, converting the College into a Theological Institution.

In 1910 the College was entirely reorganised and a Higher Theological Training Department for the Serampore B.D. (Bachelor of Divinity) was started and, under the advice of Dr. George Howells, the Council of the College resolved to reopen the Arts classes. In 1911 the College was again affiliated to the University up to the Intermediate Arts standard. The College is affiliated to the B.A. (English Honours) and B.Sc. (Physics, Chemistry and Mathematics Honours) standards.

The College building erected in 1818 by Dr. Carey and his colleagues is one of the finest college buildings in India. A separate building for Chemistry and Physics classes is attached to it. There are well-equipped laboratories, large library and residential arrangements. Extra-curricular activities include a unit of the NCC. Scholarships and prizes are awarded to deserving students.

This is the only affiliated College under the jurisdiction of the Calcutta University which grants a degree—the B.D. degree.

QUEEN'S COLLEGE, COLOMBO, CEYLON

First Affiliation, 1859.

This Institution was founded, under the name of the Colombo Academy in the year 1836, and was supported by the Government of Ceylon. The Colombo Academy was, for many years, the only Institution in the Island, with the exception of one at Batticotta near Jaffna. Many of its students filled high offices on the Bench of the Supreme Court as also in the Executive and Legislative Councils of Ceylon.

AGRA COLLEGE, AGRA

First Affiliation, 1860.

In 1818 Gangadhar Sastri bequeathed to the East India Company the rents of certain lands in the districts of Aligarh and Muttra for the promotion of education. In accordance with Sastri's will the Agra College was opened in 1823 and was under the direction of the General Committee of Public Instruction, Lower Provinces. The endowment then yielded over Rs. 22,000 a year. Subsequently Government added to the income.

Before the Mutiny the College had a fine collection of oriental books and a museum of Economic Geology and of rare coins and antiquities. But in 1857, the whole of the collections with the College buildings was destroyed.

The Institution was open to all communities; all were taught gratuitously and more than two-thirds of the students received stipendiary allowance.

Subsequently the introduction of new subjects and appointment of new teachers changed the character of the Institution from that of a purely oriental school to that of an Anglo-vernacular College with a Principal and containing no pupil who did not study English with Urdu or Hindi.

In 1883 the management of the College was transferred to a Board of Trustees. In the nineties of the last century the College received annual grants of Rs. 10,000 from Government and Rs. 8,000 from the Municipality of Agra in addition to the original endowment. At the time of transfer the Trustees made an appeal to the noblemen and gentlemen of the N.W. Provinces and a lakh of rupees was added to the endowment, while the capital of the scholarship fund was raised from Rs. 25,000 to Rs. 45,000. The Maharajas of Gwalior and Bharatpur maintained additional scholarships.

BENARES COLLEGE, BENARES

First Affiliation, 1860.

The Benares Sanskrit College was founded by Government in 1791, for the cultivation of the language, literature and the religion of the Hindus. In 1830, an English Institution was established distinct from the Sanskrit College at first, but incorporated with it in 1853.

BISHOP'S COLLEGE, CALCUTTA

First Affiliation, 1860.

This College was founded in 1820 by Bishop Middleton, the first Bishop of Calcutta, primarily as an aid to evangelistic work. In 1830, the statutes were modified so as to allow of the admission of lay or general students not intended for clerical work. The Institution was under the management of the Incorporated Society for the Propagation of the Gospel in foreign parts.

There were one fellowship and twenty-one scholarships founded by various societies.

SANSKRIT COLLEGE, CALCUTTA

First Affiliation, 1860.

This College which is a Government institution was established in 1824. Its object was the cultivation of Sanskritic learning in all its branches. Classes for the teaching of English were started in 1828 though discontinued in 1835. They were re-introduced in 1844. After the establishment of the Calcutta University, the Anglo-Sanskrit School of the Institution began to send up students for its Entrance Examination and in 1860 the Institution was affiliated for the B.A. Examination. As approved by the Government and the University in 1951, the students of this College both for the I.A. and B.A. classes are required to attend classes at the Presidency College in all subjects other than Sanskrit and Ancient Indian and World History. Its Post-Graduate Training and Research Department in Sanskrit subjects was opened in 1951. The College has four departments now (1) The Arts Department, (2) The Oriental Department or the Tol Department (3) The Post-Graduate Training and Research Department, and (4) The Sanskrit Collegiate School. It is now affiliated up to the B.A. (Honours) standard in specified subjects.

The College is housed in its own old building and the students' accommodation is provided for in the Eden Hindu Hostel. Its Library contains 28,000 volumes and the number of manuscripts there is 5,175. There is provision for Scholarships and stipends.

SAUGOR HIGH SCHOOL (JABALPUR COLLEGE), CENTRAL PROVINCES

First Affiliation, 1860.

This institution founded in 1836 was supported by Government and was under the control of the Director of Public Instruction, Central Provinces.

Instructions were given in English, which was compulsory, Urdu, Hindi and Sanskrit.

The School was open to all classes. The tuition fee varied from two annas to five rupees according to the income of the parents.

The Institution was originally located at Sagor, but transferred to Jabalpur in May, 1873. Till June, 1885, it was a Collegiate School teaching up to First Examination in Arts, when third and fourth year classes were added.

AJMERE COLLEGE

First Affiliation, 1862.

The College was supported by Government and was under the control of the Director of Public Instruction, North W. Provinces. It was originally opened as a school and in 1861 it was converted into an Anglo-vernacular school obtaining affiliation to the University in 1862 and on 1st April, 1868 it was raised to the status of a first grade College. A new and commodious building was sanctioned by Government in June 1867, and was occupied in February, 1870.

Students were admitted on payment of an Entrance fee, equivalent to the tuition fee at which their parents' income might be rated.

There was the Thomson scholarship of Rs. 8/- per month and 12 Junior scholarships from the Maharajah of Jaypore. It had also a boarding house and a library.

ST. XAVIER'S COLLEGE, CALCUTTA

First Affiliation, 1862.

This College which is under the direction of the Society of Jesus was established in January, 1860 in the building at 10, Park Street,

Calcutta, which was formerly appropriated by Dr. Carew for St. John's College. Its aim was to give to Catholic youths liberal education. Pupils of other religious persuasions were also admitted on the principle of non-interference.

It is housed in a four-storeyed building. The laboratories are well-equipped and there is a solar observatory. The library is large and well-stocked. There are two hostels. Extra-curricular activities are provided for in the College. Scholarships and medals and stipends are awarded to the deserving students. The College has been affiliated to the Calcutta University since 1862, and has at present affiliation to the B.A. (Honours) and B.Sc. (Honours) standards. It has affiliation to teach B.Com. students in the morning classes. It is also affiliated in B.T.

ST. JOHN'S COLLEGE, AGRA

First Affiliation, 1862.

The College was established in 1850 in connection with the mission of the Church Missionary Society at Agra, chiefly at the instance of an influential body of Civilians and Military officers then forming the committee of the Local Church Missionary Association. The large and handsome gothic building of the College erected from the design of Major Kitto, was completed in 1853.

JOY NARAIN'S COLLEGE, BENARES

First Affiliation, 1862.

A free school was founded in 1818 by Raja Joy Narain Ghosal Bahadur, in gratitude for his recovery from a protracted illness.

He endowed it with a monthly sum of Rs. 200 increased by Government to Rs. 452 and appointed the Committee of the Calcutta Church Missionary Association, for the time being, Trustees, with directions that they should "appoint such members as shall be able to satisfy the enquiries of the learned of this ancient city on subjects of science, history and religion."

In 1853 the spacious school room having been found insufficient, a building for the institution was erected; at the same time the School was raised to a college and named after the founder.

PATNA COLLEGE, PATNA

First Affiliation, 1862.

This Institution was opened in February, 1860, as a Government School under the Local Committee of Public Instruction. In September, 1862, it became a Collegiate School. It was raised to the status of a college on the 1st January, 1863. A Law Department was added in May, 1864. This was closed in 1908. Students, who had passed the University Entrance Examination, were admissible to the College and instruction was given up to the standards of the B.A. and B.Sc. Mathematics (Pass and Honours), Physics (Pass and Honours), Chemistry, (Pass and Honours), Examinations of Calcutta University.

The Minto Hindu Hostel and the Mahomedan Hostel were opened in July, 1908. A temporary hostel was opened in July, 1914.

BARIELLY COLLEGE, BARIELLY

First Affiliation, 1862.

It was supported by Government and was under the control of the Director of Public Instruction, N.W. Provinces. It was opened as a school in 1836 and constituted a college in 1852.

The College was open to all classes, on payment of an entrance and monthly tuition fee which varied from eight annas to five rupees, according to the income of the guardian of the boys.

The building of the College was erected in 1842 with the help of private subscriptions, including one of Rs. 5,000 from the Nawab of Rampur.

ST. THOMAS' COLLEGE, COLOMBO

First Affiliation, 1863.

The Institution was founded by Bishop Chapman in 1851 and consisted of two parts, the College and the Collegiate School.

The college instruction included two courses of study : one adapted to those who desired a general education : the other to those who intended to devote themselves to the ministry.

The former course consisted of lectures in Divinity, Logic, Classics, Mathematics, History, Natural Science and the study of English language. The instruction in theological course was in strict conformity with the principles of the Church of England. No scholar of the School, who had passed the Entrance examination of the Calcutta University was permitted to continue in the School; he must either enter the college or cease his connection with the Institution.

The Lord Bishop of Colombo was the visitor of the College.

LAHORE GOVERNMENT COLLEGE, LAHORE

First Affiliation, 1864.

This Institution was opened in 1864 and was under the control of the Director of Public Instruction, Punjab. The College was opened to all classes on payment of a monthly tuition fee of Rs. 2/-.

After the establishment of the Punjab University in 1882 the College received considerable grants for scholarships, from that University. It was still affiliated to the Calcutta University. It prepared students chiefly for the examinations of the Punjab University but some of its students went in occasionally for the examinations of the Calcutta University.

ST. STEPHEN'S COLLEGE, DELHI

First Affiliation, 1864.

This College was established in 1864 in connection with the S.P.G. Mission School and had been affiliated to the Calcutta University. Shortly after, it was amalgamated with the Delhi Government College. After the abolition of the Government College in 1877, it was decided to open classes at the Mission College for the F.A. and B.A. Examinations of the Calcutta University.

THOMASON CIVIL ENGINEERING COLLEGE, ROORKEE

First Affiliation, 1864.

This College was founded in 1847 under the auspices of the Hon'ble James Thomason, Lt. Governor of N.W. Provinces. It was

designed to supply the Public Works and Survey Departments with asstt. engineers, overseers and sub-surveyors or sub-overseers.

The Institution was developed into the University of Roorkee established by the University Act of 1948 (U.P. Act IX of 1948).

LAHORE MISSION SCHOOL, LAHORE

First Affiliation, 1864.

The Institution was founded on the 19th December, 1849 soon after the annexation of the Punjab and was the oldest English school in the province. The College was established in 1864. After remaining in operation for several years, the work in this department was temporarily suspended until 1886, when the College was revived.

There were four classes of students, viz. Hindus, Mahomedans, Sikhs, Christians. The greater part was Hindus.

GENERAL ASSEMBLY'S INSTITUTION, CALCUTTA (SCOTTISH CHURCH COLLEGE, CALCUTTA)

First Affiliation, 1864.

This Institution was founded in 1830 by the General Assembly of the Church of Scotland and was under the control of the General Assembly's Foreign Mission Committee. It was the oldest institution of the kind in India, as it was here that a new system of imparting the highest form of knowledge including Christian instruction, through the medium of the English language, was introduced by Dr. Alexander Duff, who commenced his missionary work by founding this Institution. Valuable help in procuring pupils for the Institution was given at the commencement by Raja Rammohan Ray. In 1839 the Institution shifted to its own building in Cornwallis Square in the very centre of the Hindu population. The Institution was temporarily closed in 1844 owing to the secession of the Missionaries with the Free Church. But it was revived in 1846 by the Church of Scotland.

In 1907 the General Assembly's Institution and the Free Church

Institution which was named as Duff College after the death of Dr. Duff, were united first under the name of *Christian College* and then in 1908 under the name of *Scottish Churches College,* working under the Scottish Churches Mission with a Mission Council at Calcutta. Subsequently the present name *Scottish Church College* was assumed.

The College building stands on extensive grounds. The College laboratories are up-to-date and its library contains 23,000 volumes. There are five hostels and one students' residence.

The College has the system of co-education, and a night-school for the poor children of the locality, boys and girls, is being conducted by the students of the College from 1911. Scholarships, stipends, medals and other concessions are awarded to deserving students. It has now affiliation up to the B.A. (Honours) and B.Sc. (Honours) standards. It is affiliated also up to B.T. standard. M.A. and M.Sc. students may enrol for the University classes through this College. There are provisions for Spoken English classes and general knowledge classes. There are extra-curricular activities in the College.

GOVERNMENT COLLEGE, DELHI

First Affiliation, 1864.

An oriental college founded in 1792 and supported by voluntary contributions of Mahomedan gentlemen, acquired a large accession of income in 1829 by the munificent gift of Rs. 1,70,000 of the late Nawab Itmad-ud-Dowlah, formerly minister at Lucknow. The college was divided into two departments, an Oriental department and an English department. In 1855 the Instiution was placed under the control of the Director of Public Instruction, N.W. Provinces. In 1857, the valuable oriental library was plundered by the mutineers after which in 1858, a new school was founded, which afterwards, by affiliation to the Calcutta University, came to be known as Delhi College.

After the establishment of the Punjab University, the College was also affiliated to that University. The College prepared its students for the examinations of the Punjab University as well as those of the Calcutta University.

CATHEDRAL MISSION COLLEGE (RE-STARTED AS CHURCH MISSIONARY COLLEGE IN 1899—NOW ST. PAUL'S CATHEDRAL MISSION COLLEGE), CALCUTTA

First Affiliation, 1865.

The College was founded in 1865 as the Cathedral Mission College with affiliation up to the F.A. standard of the Calcutta University at the instance of Bishop Cotton. It was started in a rented house at 25, Sukea Street. In 1869 it moved to its own premises at 22, Mirzapore Street. In 1880, it ceased to exist and was converted into a Divinity School. In 1899 the College was restarted under the name of Church Missionary Society's College. In 1908 it moved to its present site on Amherst Street. In 1913 the College obtained affiliation in Chemistry to the I.Sc. standard and also in the principal subjects to B.A. standard including English Honours. The present name was adopted in 1914 when it was raised to a first grade Arts College. The affiliation was extended to Honours standard in other subjects at subsequent dates. In 1919, the College received the gift of a magnificent Library Hall named the Stephanos Nirmalendu Hall from Rai G. C. Ghosh Bahadur, C.I.E., one of the great benefactors also of the Calcutta University.

The College buildings are large, the laboratories are well-equipped and the library is well-stocked. There are three hostels. Rs. 10,000/- is spent every year on account of stipends, scholarships etc. to students.

VICTORIA COLLEGE, AGRA

First Affiliation, 1865.

The College was founded in 1862 by Pundit Bunseedhar and other respectable Indians. It was managed by a committee of Indian gentlemen, the chief supporters being the Maharajas of Jaypore, Udaypore and Bharatpore. It enjoyed a liberal grant-in-aid. The entrance fee was Rs. 1/-. The monthly tuition fee varied with the income of parents. There were also free scholars.

BISHOP'S SCHOOL (BISHOP COTTON SCHOOL), SIMLA

First Affiliation, 1866.

This School was founded by Bishop G. E. L. Cotton, Bishop of Calcutta, in 1863, under the name of the Simla Public School at

Jutog. The name was changed in 1866 to Bishop Cotton School and it was removed in 1868 to Simla.

CHRIST CHURCH SCHOOL, CAWNPORE

First Affiliation, 1866.

It was established after the Mutiny in connection with the local S.P.G. Mission and was supported by the Government and the S.P.G. Instruction was given up to the first Arts standards and there were a number of scholarships.

GAUHATI SCHOOL, ASSAM

First Affiliation, 1866.

This High School was supported by Government and was under the control of the Director of Public Instruction, Bengal. In 1834 a Zilla School was opened in Gauhati for giving instruction in English and Bengali. In May 1866 it was raised to a High School and affiliated in Arts to the Calcutta University up to the first examination in Arts. In 1870 it was affiliated in Law.

CALCUTTA MADRASSAH

First Affiliation, 1867.

This Institution was founded in 1781 by Warren Hastings, with the view to enabling the Mahomedans of Bengal to acquire such knowledge of Arabic literature and sciences as would qualify them for the public service, chiefly for the Judicial Department, and was endowed with a zemindari, yielding an estimated rental of Rs. 29,000/-, which was in July, 1819, commuted to a fixed yearly charge on the Treasury, of Rs. 30,000/-.

In 1829 an English Department composed entirely of scholars was organised. Subsequently it was thrown open to all classes of Mahomedans.

In 1849 an Anglo-Arabic class was added to the Arabic Department. In 1854 the Anglo-Arabic and the English departments were closed and in their place the Anglo-Persian department was formed with a view to enabling students to compete for the Junior English Scholarship examination.

Since 1863 a college class was added to the Arabic Department to enable students of the Anglo-Persian Department passing the Entrance Examination and electing to join the Arabic Department to continue their English studies with a view to appearing at the higher University examinations.

In 1873, the interest of the Md. Mohsin Legacy being set free for Mahomedan education in Bengal, Calcutta Madrassah was allotted a share out of it. Besides a branch school, the institution consisted of three departments—the Arabic, the Anglo-Persian and the College Departments. The College Department was a second grade institution teaching up to the First Arts standard. For teaching purposes it was amalgamated with the Presidency College in July 1888, the students of the Madrassah College attending the former college for their lectures.

CANNING COLLEGE, LUCKNOW

First Affiliation, 1867.

This College founded by the Talookdars of Oudh in memory of Earl Canning, was opened on 1st May, 1864. It was supported by the Talookdars of Oudh and aided by Government. The Talookdars created an endowment in perpetuity out of a certain percentage of the revenues of their Talooks, assured by a *Sunnad* duly executed by them. It was open to all classes and had four departments:—the College proper, a Law department, an English school and an Oriental department in which Sanskrit, Arabic and Persian were taught.

It enjoyed a grant-in-aid from the Government which together with the amount of Talookdars' subscriptions aggregated to Rs. 71,000/- per year.

Monthly fees varied according to the income of the parents or guardians. In the Oriental Department they ranged from one anna to four annas and in the English School from eight annas to ten rupees.

KATAK HIGH SCHOOL (RAVENSHAW COLLEGE), KATAK

First Affiliation, 1868.

It was opened as a Zilla School in 1841 and raised to a High School in 1868 and affiliated to the F.A. standard in the same year.

Any student who passed the University Entrance Examination might be admitted. Students paid a monthly fee of Rs. 5/-.

In 1876 it was raised to a first grade college. Instruction was given up to M.A. Examination of the Calcutta University. A Law Department was added in 1871 and affiliated in 1881.

SEHORE HIGH SCHOOL, CENTRAL PROVINCES

First Affiliation, 1868.

This school was founded in 1839 by Launcelot Wilkinson, Political Agent of Bhopal, for the instruction of the Malwa youths in the vernaculars only, the funds being supplied by the Begum of Bhopal and the neighbouring chiefs. In 1849 it was re-organised by Captain J. D. Cunningham and a large building was erected, the cost of which was supplied by the Begum and the chiefs of the District. An English department was added in 1857. It was affiliated to the Calcutta University in 1868.

LA MARTINIERE COLLEGE, LUCKNOW

First Affiliation, 1869.

This Institution was established in 1840, pursuant to the will of Claude Martin, a native of France and a Major General in the service of the East India Company, who died at Lucknow on 13th September, 1800 and was buried within the building.

For the support of the College at Lucknow a sum of *sicca* rupees eight hundred and sixteen thousand four hundred and forty-four was decreed by the High Court of Judicature out of the estate of the Founder.

The general management was vested in a visitor and ex-officio Governor and the pupils consisted of (1) foundationers, (2) boarders and (3) day-scholars.

MUSSORIE SCHOOL, MUSSORIE

First Affiliation, 1869.

The School was founded by the late Rev. R. N. Maddock, M.A. in 1850. In 1857 it was transferred by purchase to the Diocesan Board of Education, the funds being raised by subscriptions from the Indian public. The School was under the control of the Diocesan Board of Education.

CHITTAGONG SCHOOL (CHITTAGONG COLLEGE), CHITTAGONG

First Affiliation, 1869.

This College was opened as a Zilla School in 1836 by the General Committee of Public Instruction, Lower Provinces. In 1869 it was raised to a second grade college teaching up to the F.A. standard. The Collegiate School was separated from the College in 1910 and the College was made a first grade college teaching up to the degree examination.

ALLAHABAD HIGH SCHOOL, ALLAHABAD

First Affiliation, 1869.

It was founded in 1861 and was conducted upon the principles of the Church of England and was meant for the children of European and Eurasian parents of all denominations.

The course of study ranged from the subjects for entrance into the University of Calcutta down to the first elements of education. The school was under the auspices of the Calcutta Diocesan Board of Education and was managed by a local committee.

ST. PETER'S COLLEGE, AGRA

First Affiliation, 1870.

This Institution was founded in 1846 by Bishop Borghi, of the order of Capuchine, in a building erected by contributions from Catholics in Europe and India, together with a large grant from the funds of the Agra Mission. It was plundered by the mutineers

in 1857; but it was re-opened in 1858. Since its foundation, it had been under the patronage of the Vicar Apostolic of the Agra Mission, and the management of two priests as Rector and Vice-Rector. Though the greater number of the pupils were Roman Catholics, children of other religious persuasions were also admitted. Subjects taught were those required for the Calcutta University examinations in Arts, the first and second departments of the Thomason College at Roorkee, and the Survey. Long before the Mutiny the Institution established its name as one of the best Seminaries in the North-Western Provinces.

LONDON MISSION SCHOOL, BENARES

First Affiliation, 1871.

This Institution was established in 1869 by the union of the two schools of the Mission in the suburbs of Benares. Instructions were given in English, Sanskrit, Persian, Hindi, Urdu and Bengali. The Maharaja of Vizianagram made an endowment for the award of a gold medal.

LONDON MISSION SCHOOL, MIRZAPORE

First Affiliation, 1872.

This Institution was formed by the union of two schools of this Mission, one on its premises since its commencement in 1838 and the other in the city since 1862. It was enlarged by several small vernacular schools being incorporated with it. The Institution was divided into three departments:—Anglo-vernacular, Persian and Urdu, Sanskrit and Hindi. Instructions were given in the Anglo-vernacular Department up to the First Arts standard of the Calcutta University.

METROPOLITAN INSTITUTION (VIDYASAGAR COLLEGE), CALCUTTA

First Affiliation, 1872.

This Institution was founded in 1859 under the name of Calcutta Training School with Babu Hemchandra Banerjee, the great Bengali

poet, as its first Headmaster. In 1864, its management devolved on Pandit Iswarchandra Vidyasagar, who changed the name to Metropolitan Institution, Calcutta. In 1872 it was affiliated to the standard of First examination in Arts. In 1879, it was raised to the status of a First-grade College with affiliation to the B.A. standard, In 1882 it was affiliated to the B.L. standard, in 1907 to the I.Sc. standard, in 1910 to the B.Sc. standard and in 1928 to the B.Com. standard. The B.L. classes were discontinued in 1909. The name of the College was changed in 1917 to Vidyasagar College. A department exclusively for women students opened in 1931 was run for ten years, but was discontinued during the World War II. It was re-opened in July 1953 and the classes are held in the morning. The properties of the College are vested in a body of trustees called the Vidyasagar Institute.

This Institution was the handiwork of Pandit Iswarchandra Vidyasagar. The College building consists of three large three-storeyed buildings and one four-storeyed building. The laboratories are well-equipped. The library is rich and well-stocked, the hostel is big and extra-curricular activities are provided for in the College.

MUIR COLLEGE (MUIR CENTRAL COLLEGE), ALLAHABAD

First Affiliation, 1872.

In 1870-71 Sir William Muir, then Lieutenant Governor of North Western Provinces, invited the co-operation of the chiefs and feudatories of the provinces and territories adjacent, in founding a Central College at Allahabad and the College was temporarily opened in a hired building on 1st July, 1872.

The foundation stone of the permanent building was laid by Lord Northbrook, Viceroy and Governor-General, in December, 1873 on a site immediately to the north of Alfred Park and handsome donations for the maintenance of the College were received from the Nawab of Rampore and other Indian princes. A fund of sixty-three thousand rupees in Government four per cent notes, endowed by H.H. the Nawab of Rampore, the Maharajas of Vizianagram, Rewah, Pannah, Chirkaree and others furnished scholarships ranging in value from twenty to ten rupees monthly.

It admitted all classes of students who passed the University Entrance Examination and was affiliated in Arts and Law. The

courses of instructions embraced the University requirements for degrees in those branches.

JAYPORE MAHARAJA'S COLLEGE, JAYPORE

First Affiliation, 1873.

The College was founded in 1844 by the Jaypur Darbar. It consisted of an English, an Anglo-vernacular and an Oriental Department. It was entirely supported by the Jaypore State. It sent its first batch of candidates for the Entrance Examination in 1867 and it was affiliated to the Calcutta University in 1873 for teaching up to the F.A. standard. Instruction in the Institution was given gratis. In the Oriental Department Arabic, Persian or Sanskrit was extensively taught and students were trained up for the Oriental Examinations of the Punjab University. On the establishment of the Allahabad University the Institution was also affiliated to that University.

MIDNAPORE COLLEGE, MIDNAPORE

First Affiliation, 1873.

This institution was started in 1834 as a private school and was converted to a Zilla School in 1836. In 1873, Government raised it to the status of a second grade college in consideration of an endowment fund amounting to Rs. 51,000/- raised by the people of the district of Midnapore. Government control over the College was transferred under a deed of agreement in 1887 to the local municipality in pursuance of the policy of the Education Commission, 1882, but in 1923 it was taken back by the Government.

It was first affiliated in 1873. A Law Department was opened in 1873. In 1916 it was affiliated to I.Sc. standard and in 1922 it was raised to the status of a first grade college with affiliation up to the B.Sc. standard. Extension of affiliation was obtained in 1926 in two Honours subjects, Physics and Mathematics. In 1940, affiliation was obtained to the B.A. standard. Honours affiliation in Economics was obtained in 1951.

The College is housed in a big two-storeyed building. The laboratories are well-equipped and the library is fairly stocked. There is a hostel within easy distance of the College. There are extra-curricular activities in the College. Stipends, scholarships and medals are awarded to deserving students.

BAULIA HIGH SCHOOL (RAJSHAHI COLLEGE), RAJSHAHI

First Affiliation, 1873.

This College was originally a private English School founded in 1828 and taken over by Government and turned into a Zilla School in 1836. In 1873 the Government raised it to the status of a second grade college. In 1873 the Institution was raised to a first grade college. All this was possible by the gifts of (1) Raja Haranath Roy, of Dubalhati, (2) Maharani Sarat Sundari Debi and (3) Raja Pramathanath Roy of Dighapatia. In 1881 and 1883, M.A. and B.L. classes were added respectively, but in 1909, M.A. and B.L. affiliation was withdrawn.

PATIALA MAHARAJAH'S SCHOOL

First Affiliation, 1874.

This School, originally established by H.H. Maharaja Narinder Singh of Patiala, was re-organised in 1870 by H.H. Maharaja Mahinder Singh, the then Chief of Patiala, who established an Education Department in the State under a Director of Public Instruction. This Institution was affiliated to the Calcutta University in 1874, and was entirely maintained by the funds paid by H.H. the Maharaja from his treasury, and the schooling fee varied with the income of the parents. Annual prizes and monthly scholarships to the value of Rs. 6,500/- were then awarded to deserving pupils of the school.

After the establishment of the Punjab University, the institution was also affiliated to that University in 1887 to the B.A. standard. Instruction was given up to the First Examination in Arts of the Calcutta University and the B.A. Examination of the Punjab University.

KANDY COLLEGIATE SCHOOL (TRINITY COLLEGE), KANDY, CEYLON

First Affiliation, 1874.

This Institution was established by the Church Missionary Society in 1872, with the object of teaching the up-country Singhalese. It was affiliated up to the standard for the B.A. Degree.

WESLEY COLLEGE, COLOMBO

First Affiliation, 1876.

This College was founded in 1874 and the classes were divided into two divisions, upper and lower. There were two scholarships —the Gogerly Scholarship of the value of Rs. 120/- a year and the Spence Hardy Scholarship of the annual value of Rs. 90/-.

WESLEYAN CENTRAL INSTITUTION, BATTICALOA, CEYLON

First Affiliation, 1876.

This Institution was supported by the funds of the Wesleyan Mission.

RESIDENCY COLLEGE, INDORE

First Affiliation, 1877.

This College was established in 1876. For some years special classes for the education of the sons of native Chiefs were held along with the ordinary classes in one building. The basis of the school was the old Residency School. In 1881 the two departments were separated and in November 1885 a new building was opened by H.E. the Viceroy and Governor-General of India specially for the use of the Raj Kumar students, under the name of Daly College.

The studies were intended to lead up to the standards of the Calcutta University.

RUNGPUR HIGH SCHOOL, RUNGPUR

First Affiliation, 1877.

In 1875 Sir Richard Temple, Lieutenant-Governor of Bengal, proposed to convert the Zilla School of Rungpur into a High School (to the First Examination in Arts standard of the Calcutta University) on condition that one-third of the cost should be borne locally. The amount required was raised by subscription, and the college classes were opened in January, 1877.

MAHOMEDAN ANGLO-ORIENTAL COLLEGE, ALIGARH

First Affiliation, 1878.

This Institution was established by the more advanced section of the Mahomedan community of Upper India under the leadership of Sir Syed Ahmed Khan, with the object of placing liberal education within the reach of the boys of the Mahomedan community and to reconcile them to the study of western science and literature. The Institution was, however, catholic in its character and was open to students of every creed and race.

It was opened as a school in 1875 and in 1878 it was converted into a college and affiliated to the Calcutta University up to the F.A. standard. The College was affiliated to the B.A. standard in 1881 and to the B.L. standard in 1883.

All the Mahomedan students were taught in Theology in Persian or Arabic and according to their sect, viz., the Sunnis according to the Sunni sect and the Shias according to the Shia sect.

The College was under the guidance of the following three committees:

(1) The College Fund Committee, (2) The Directors of Instructions, and (3) The Managing Committee.

The College Fund Committee established two separate funds known as the Capital Fund and the Building Fund. The Capital Fund consisted of donations and endowments from Lord Northbrook, Viceroy and Governor-General of India, the Nawab of Rampore, the Maharaja of Patiala, the Nizam of Hyderabad, Sir Salar Jung Bahadur, G.C.S.I., Raja Amir Hassan Khan Bahadur of Mahmudabad, the Maharaja of Vizianagram, Nakhuda Muhammad Ali Roghay of Bombay and others.

The Institution developed into a university, named, Aligarh Muslim University. The University received its first charter in 1920. By the Act of 1951, the constitution of the University has been amended.

ST. FRANCIS DE SAL'ES SCHOOL, NAGPUR

First Affiliation, 1879.

This Institution was founded in 1867 by the Society of St. Francis de Sales. Its object was to educate Catholic youths but it was open to children of other persuasions on the principle of non-interference.

GOVERNMENT HIGH SCHOOL (RANGOON COLLEGE), RANGOON

First Affiliation, 1879.

This Institution was affiliated to the Calcutta University from 1st January, 1879 up to the standard of First Exmination in Arts.

The Institution maintained a uniform monthly fee of Rs. 4/- throughout the College and High School classes.

It was affiliated to the B.A. standard in 1883.

Attached to the School was a boarding establishment accommodating about 100 boarders.

CHRISTIAN BOARDING SCHOOL (BATALA BARING HIGH SCHOOL), BATALA

First Affiliation, 1880.

This establishment was opened in 1878 for the reception of the sons of native Christians of a class that should be able to pay fees. It was a Church Missionary Institution. It was affiliated to the First Arts Standard of the Calcutta University in 1880, on application from Revd. F. H. Baring after whom the institution was subsequently named.

RAJKUMAR COLLEGE, NOWGONG, BUNDELKHAND

First Affiliation, 1880.

This College was founded in 1872 by the Chiefs of Bundelkhand as a memorial to Lord Mayo and was opened in 1875. The pupils

were cadets of the noble families of Bundelkhand and young chiefs and chiefs' sons. The cost of the establishment was defrayed from the monthly subscriptions made by the Chiefs of the Bundelkhand Agency.

CITY COLLEGE, CALCUTTA

First Affiliation, 1881.

This Institution was established as a school in 1879 and subsequently developed into a first grade college. The entire financial responsibility of the Institution was undertaken by its illustrious founder, Anandamohan Bose. F.A. classes were opened in 1881 and the B.A. classes in 1884. A building was erected at 13, Mirzapore Street and was opened by Lord Ripon in December, 1884. In 1888 A. M. Bose, the founder of the Institution made over the building to a body of trustees.

In 1905 the College was placed under the control of a society called the City College Institution, which is now known as the Brahmo Samaj Education Society. Owing to the difficulties of accommodation the College Section was removed to 102/1, Amherst Street in 1918. The Commerce Department was organised in 1939 in the evening at Mirzapore Street. The brilliant result achieved and the popularity gained by this Department were responsible for expansion which led to arranging morning classes there and evening and day classes at Amherst Street. The Women's Department was inaugurated in 1943. In 1946 a branch at South Calcutta exclusively for evening students residing in that part of the city was started. The main College building stands on Amherst Street. The Commerce Department is housed in three buildings in three zones of the city, one at Amherst Street, one at Mirzapore Street and one at Kankulia Road in South Calcutta. The College laboratories are well-equipped and the library is well-stocked. The Rammohan Ray Hostel accommodates 176 students. There are extra-curricular activities in the College. Stipends, scholarships and medals are awarded to the poor and meritorious students.

The College is affiliated to the Calcutta University up to the B.A. (Hons.) and B.Sc. (Hons.) standards and also to B.Com. standard.

ALBERT COLLEGE, CALCUTTA

First Affiliation, 1881.

This Institution which belonged to Indian Reform Association, was opened in 1872 and its College Department in 1881 teaching up to the First Examination in Arts. Besides the University courses, the College insisted upon the teaching of ethics for which separate hours were set apart. There were classes for music and elementary science also.

MAHARAJA'S HIGH SCHOOL (BURDWAN RAJ COLLEGE), BURDWAN

First Affiliation, 1882.

Started as an Anglo-vernacular school in 1817 imparting rudimentary education, the Institution passed through different stages of improvement, and at last attained the status of a second grade Arts College in 1881. Affiliation to the F.A. standard was obtained in 1882. In 1927, Degree classes in Arts were added. I.Sc. classes in Chemistry and Physics were inaugurated in 1936. Affiliation to the B.Sc. standard was sanctioned in 1945.

The College owns a two-storeyed building erected on the land received as a gift from the Maharajadhiraj of Burdwan and by the capital grant of Rupees two lakhs and seventy thousand made by the Government. Since its inception the college was a free institution, its expenses being entirely met by the munificent charity of the Maharaja ; tuition fee was introduced later. Its laboratories are well-equipped, the library is well-stocked and the hostels provide ample accommodation. Extra-curricular activities include a unit of NCC and other outdoor games and sports. Scholarships and stipends are awarded to deserving students.

From June 1956, the college came under the sponsoring scheme of the Education Department of the Government of West Bengal and thenceforward the State Government has undertaken to meet the entire deficit in running the Institute.

GOVERNMENT HIGH SCHOOL, FYZABAD

First Affiliation, 1882.

The Institution was founded by the Talukdars of the district in 1860. It was afterwards supported by Government and was under

the control of the Director of Public Instruction, North West Provinces and Oudh. Instruction was given up to the First Arts Examination.

PRINCE OF WALES COLLEGE, MORATUWA, CEYLON

First Affiliation, 1883.

The College was founded by C. H. de Soysa, Justice of the Peace, in commemoration of the visit of H.R.H. the Prince of Wales to Ceylon and was intended for the benefit of all classes of people of the island without distinction of race or creed. It comprised the College proper, the Collegiate School in two divisions (upper and lower) and the Vernacular department.

ST. GEORGE'S COLLEGE, MUSSORIE

First Affiliation, 1883.

This College, commonly known as the Manor House, was founded by Bishop Carli in 1853 and was under the control of the Vicar Apostolic of Agra Mission. It afforded liberal education to Catholic youths but pupils of other persuasions were also admitted on the principle of non-interference in matters religious. The courses of study were based upon the standards required for Thomason Engineering College, Roorke, the Survey of India and the F.A. of the Calcutta University.

FREE CHURCH INSTITUTION AND HISLOP COLLEGE, NAGPUR

First Affiliation, 1883.

The Hislop College was so named in memory of the Rev. Stephen Hislop, the founder of the Free Church Mission, Nagpur. The Institution was opened in 1861 after having drafted into it the pupils of one Anglo-vernacular and six vernacular schools. In 1868 it began to send candidates to the Entrance Examination first of Bombay and then of Calcutta University. In 1883 a college class teaching up to the F.A. standard was formed, which resulted in the establishment of the Hislop College to qualify students for the B.A. Degree.

The building of the Institution was erected at the expense of Rs. 24,000/-, £1,200 being contributed by Miss Mary Barclay of Edinburgh, while the remainder was raised by special donation from friends in India.

JAGANNATH COLLEGE, DACCA

First Affiliation, 1883.

The Dacca Brahmo School founded in 1866 by the joint efforts of Dinanath Sen and others was under the management of a committee consisting of the founders and other gentlemen. In 1872 the management passed into the hands of Kisorilal Ray Choudhury, Zemindar of Balliati of the District of Dacca, and the Institution came to be called the Jagannath School after his father, Jagannath Roy Choudhury. The Institution was elevated to the status of a second grade college in July 1884 although affiliation was sanctioned with effect from April 1883.

BOY'S HIGH SCHOOL (NAINITAL COLLEGE AND BOY'S HIGH SCHOOL), NAINITAL

First Affiliation, 1884.

This Institution under the name of Boy's High school, was opened in April 1880, in connection with the American Methodist Episcopal Church Mission, and towards the close of 1882 was made over to a private committee with the Commissioner of Kumaon as chairman. It was again taken over by the Mission in 1886. Boys over sixteen years of age and of European descent only were admitted. It was affiliated to the B.A. standard of the Calcutta University from June, 1884.

RUTLAM CENTRAL COLLEGE, CENTRAL INDIA

First Affiliation, 1884.

The Institution was founded by Mir Shahamat Ali, C.S.I., the late Superintendent of the Rutlam State. It was opened in 1874 by General Sir Henry Daly, K.C.B.

It was the centre of thirty-eight schools in the state. The College consisted of the following departments—English, Persian, Hindi, Sanskrit, Marathi and Urdu.

No fees were taken, the college being wholly maintained by H.H. the Maharajah of Rutlam.

In connection with the College, there was a Raj Kumar class meant only for the young Chiefs of the state, to whom instruction was given in English and Hindi.

PRESIDENCY INSTITUTION (RIPON COLLEGE—NOW SURENDRANATH COLLEGE), CALCUTTA

First Affiliation, 1884.

This Institution was originally started as a school under the name of the Presidency School in January, 1880. In 1882 Surendranath Banerjee became the sole proprietor of the Institution. In 1884 he raised it to the status of a college affiliated to the F.A. standard and named it Presidency Institution. In December, 1884 it was converted into a full-fledged first-grade college under the name of Ripon College. In 1885 it was affiliated to the B.A. and B.L. standards of the Calcutta University.

In 1909 the College was handed over to a Board of Trustees. In 1940 the Department of Commerce was opened and also a Branch College at Dinajpur was started in 1942. This Branch College was later converted into an independent College under the name Surendranath College, Dinajpur (now in East Pakistan). The Board of Trustees decided to rename the College at Calcutta as Surendranath College, Calcutta. The Senate of the Calcutta University acceded to the request in 1948.

The building of the Calcutta College is a four-storeyed house which contains the laboratories, the library, two lecture theatres, Botany laboratory, office of the Ambulance Division and University Corps Platoon. There are extra-curricular activities in the College. Various kinds of stipends and scholarships are awarded.

In 1947 a girls' section was opened and classes are held in the morning.

MORRIS COLLEGE (MORRIS MEMORIAL COLLEGE), NAGPUR

First Affiliation, 1885.

This College was established to commemorate the long connection with the Central Provinces of Sir John Morris, Chief

Commissioner of the provinces, and was maintained partly out of the interest of the money subscribed by the people of Nagpur and Chattisgarh Divisions and partly by grants from the local Government, the Nagpur Municipal Committees and District Council. An association called the Nagpur Morris College Association was formed under Act XXI of 1860, to manage the affairs of the College.

In June 1886 a Law class was opened to prepare candidates for the B.L. degree and also to assist candidates for the Pleadership examination of the Central Provinces.

UNIVERSITY SCHOOL, CALCUTTA

First Affiliation, 1885.

This Institution was originally founded in 1879 under the name of the Indian Institution by Priyanath Chatterjee, M.A. and others. From 1880 to 1882 it was under different private managements.

In 1884 the management devolved entirely on Aghornath Chattopadhyaya, D.Sc., father of Srimati Sarojini Naidu, and the name was changed to University School. It was affiliated up to F.A. standard in 1885 and consisted of a college and school department. From July 1887 it was amalgamated with the Metropolitan Institution and known as the University College or the Balakhana Branch of the Metropolitan Institution.

RIPON COLLEGE (IN LAW) (SURENDRANATH LAW COLLEGE), CALCUTTA

First Affiliation, 1885.

Surendranath Law College, then known as Ripon Law College, was affiliated in 1885 up to the B.L. standard of the Calcutta University. Formerly owned by the late Surendra Nath Banerjee it was converted into a public institution and was named after Surendranath from the session 1948-49 by the Trustees.

It has a hostel, library and other extra-curricular activities.

LONDON MISSION HIGH SCHOOL (RAMSAY COLLEGE), ALMORA

First Affiliation, 1885.

This school was commenced in 1850 by the Rev. J. H. Budden on behalf of the London Missionary Society. In 1871 a large handsome building was opened for the College. Students were first sent up for the Entrance Examination in 1872 and in 1885 college classes up to F.A. standard were opened. Several scholarships were also given by the Kumaon District Board to enable poor village boys for preparing themselves for the medical and engineering colleges in North India.

Several scholarships were founded through the endowments of Sir H. Ramsay, K.C.S.I., the Raja of Tiri and others.

GIRLS' HIGH SCHOOL, LUCKNOW

First Affiliation, 1886.

This Institution was founded in 1871 by the American Methodist Episcopal Mission. In September 1886 it was affiliated up to the F.A. standard of the Calcutta University. It admitted Native Christian, Eurasian and European girls.

NARAIL HIGH SCHOOL (VICTORIA COLLEGE), NARAIL

First Affiliation, 1886.

This College was originally founded as H.E. School in 1857 by Ramratan Ray, the Zamindar of Narail. In 1886 it was raised to the status of a second grade college and in 1890 to that of a first grade college. When the new Regulations of 1904 came into force its affiliation was restricted to I.A. In 1924, Pysics and Chemistry classes were opened when affiliation was extended to I.Sc. standard.

UTTARPARA COLLEGE (RAJA PEARYMOHAN COLLEGE), UTTARPARA

First Affiliation, 1887.

In 1846 Joy Kissen Mukherji of Uttarpara had a Government school opened at Uttarpara on the basis of an endowment made by

his brother Raj Kissen Mukherji. In 1887 he went up to Government with a proposal for the establishment of an aided college in connection with the Government school. He got the permission but was asked to take the school off the hands of the Government. The transfer was formally effected in 1889 and the College was placed under the management of a board. Subsequently it came to be maintained by Raja Peary Mohan Mukherjee who in 1914 made a permanent endowment to the College. In 1953 the College was renamed Raja Pearymohan College.

It was first affiliated in 1887. Affiliation was subsequently extended up to the B.A., and B.Sc., standards.

The College is housed in a building of its own. Its laboratories are properly equipped, the library is well-stocked and there is an attached hostel. There are extra-curricular activities in the College.

BANGABASI COLLEGE, CALCUTTA

First Affiliation, 1887.

The success of the Bangabasi School which was founded in May 1885, led Acharyya Girischandra Bose, the founder, to add to it a College department. The Institution was affiliated to the F.A. standard in June, 1887 and to the B.A. and B.L. standards in March, 1896. Under the Act of 1904 affiliation was obtained in all the major subjects of Arts and Science up to the B.A. (Hons) and B.Sc. standards. Evening classes were opened for the B.Sc. course in 1945 and for the B.A. course in 1947. The College was affiliated to the B.Com. standard of the Calcutta University in 1942.

The College is housed in its own building and its laboratories and libraries are well-equipped and well-stocked. Its hostel accommodates about 200 students. The extra-academic department forms an important adjunct. There are stipends, scholarships and prizes which are awarded to deserving students.

ROBERT'S MEMORIAL SCHOOL (ROBERT'S COLLEGE), CALCUTTA

First Affiliation, 1887.

This Institution was affiliated to the Calcutta University in 1887 up to the First Arts standard.

TEJ NARAYAN JUBILEE COLLEGE, BHAGALPUR

First Affiliation, 1887.

This Institution was founded as a Middle Class School in 1883 under the patronage of Rai Tej Narayan Singh Bahadur. It was, within two months of its foundation, raised to the status of a Higher Class Institution, with an endowment of Rs. 150 a month settled upon it by its patron and founder. In 1887 in commemoration of the Jubilee of Her Majesty Queen Victoria's reign it was raised to a second grade college. The College was affiliated to this University in the same year. In 1890 it was raised to the standard of a first grade college, and a Law Department was added to it in the same year.

Its building was erected at the sole cost of the proprietor, Rai Tej Narayan Singh Bahadur.

CANADIAN MISSION COLLEGE, INDORE

First Affiliation, 1887.

This Institution was affiliated to this University in the year 1887 up to the F.A. standard.

ARMENIAN COLLEGE

First Affiliation, 1888.

This College was attached to the Armenian Philanthropic Academy, a day and boarding school, which was established on the 2nd April 1821, by influential members of the Armenian community resident in Calcutta, for the education of youth both rich and poor. In 1813 Chatoor Mooratkhan bequeathed a sum of Rs. 8,000, towards the opening of such an institution, and his liberality was supported by a large number of donations, so that when the Academy was set on foot it owned over Rs. 2,00,000.

Until the year 1883 the affairs of the School were administered by a number of Armenian gentlemen. In that year, under a decree of the Calcutta High Court, a scheme was drawn up for the future regulation and management of the Academy. The funds of the School were placed in the hands of the Official Trustee of Bengal, and a board of managers was appointed.

The Institution was affiliated to the Calcutta University in the year 1888 up to the F.A. standard.

BETHUNE GIRLS' SCHOOL (BETHUNE COLLEGE), CALCUTTA

First Affiliation, 1888.

This Institution was founded by J. E. Drinkwater Bethune, Member of the Executive Council of the Governor-General of India, in 1849. It was maintained by the founder from his private funds, until 1851 when he died. Marquis of Dalhousie bore all its expenses from 1851 to 1856. It was then taken over and supported by Government. The School was amalgamated in 1878 with the Banga Mahila Vidyalaya through the endeavour of Alfred Croft, the then Director of Public Instruction, Bengal. The success of Kadambini Bose at the Entrance Examination in 1878 led to the opening of the College classes. When Kadambini Bose passed her F.A. Examination in 1880, B.A. classes were opened with two students, the other being Chandramukhi Bose who later became the Principal of the College. Both of them graduated in 1883 and after that the College classes were made permanent. It was first affiliated in 1888. With the introduction of the New Regulations of the Calcutta University the College classes had to be expanded considerably.

When the Institution was first started in 1849, it was held in the residence of Raja Dakshinaranjan Mukherjee in Sukea Street. Raja Dakshinaranjan made a gift of the land on Cornwallis Street, on which the foundation of the school building was laid by the Deputy Governor of Bengal on 6th November, 1850. The College is housed in this building. Its laboratories and library are well-equipped and well-organised. Extra-curricular activities include outdoor games and a platoon belonging to the 1st Bengal Girls' Troop of the NCC. Scholarships and stipends are awarded as per rules of the College.

VICTORIA COLLEGE, COOCH-BEHAR

First Affiliation, 1888.

This College was founded to commemorate the Jubilee of Queen Victoria's reign and opened by the Maharaja Sir Nripendranarayan Bhup Bahadur of Cooch Behar on June 15, 1888. For nineteen years

the Institution was maintained entirely at the expenses of the State, charging no fees from the students. The College enjoyed affiliation up to the M.A. standard in English and Philosophy, as well as for B.L. degree ever since its foundation. Under the new Regulations of 1904 the affiliation was restricted to the B.A. (Hons) standard in English and Philosophy. Affiliation for B.Sc. (Pass) was granted in 1923. The State of Cooch-Behar having merged with West Bengal in 1950, the Government of West Bengal have taken up the administration of the College and it is under the administration of the Director of Public Instruction, West Bengal. The College had the privilege of having Brajendranath Seal as its Principal for 17 years.

The College building provides ample accommodation; its laboratories are well-equipped, the library is well-stocked. There are extra-curricular activities in the College. Scholarships and stipends are awarded to deserving students.

ST. JOSEPH'S COLLEGE, NORTH POINT, DARJEELING

First Affiliation, 1889 (Re-affiliated in 1927).

This College was opened in 1888, under the direction of the Fathers of the Society of Jesus, in the building known as St. Joseph's Seminary, Sunny Bank. It was transferred to the North Point to a new building. It was affiliated to the Calcutta University up to the F.A. Standard in 1889.

From 1892 till 1927 the University Section of the College existed in embryo as a special department for preparing students for the London Matriculation and the Public Services, Finance, Traffic, Police Force etc. This varied course was changed in 1927 when the Institution was re-affiliated to the University up to the Intermediate standard in Arts and Science. In 1948 the affiliation was extended to the B.A. standard and in 1951 to the B.Sc. standard.

BEHAR NATIONAL INSTITUTION (BEHAR NATIONAL COLLEGE), BANKIPORE, PATNA

First Affiliation, 1889.

This Institution was started as a higher class English School, teaching up to the Entrance standard, in the year 1883, by

Bisseswar Singh, of the district of Shahabad. The proprietor encouraged by its success raised it to the status of a college, teaching up to the F.A. standard and it was affiliated to the Calcutta University with the name as above in 1889. In 1892 it was raised to the B.A. standard, and a Law class was added to it.

RAJ CHUNDRA COLLEGE, BARISAL

First Affiliation, 1889.

This Institution was founded as a H.E. School by Beharilal Ray Chaudhuri, Zemindar, Barisal, in memory of his father, Raj Chundra Ray Chaudhuri. It was affiliated up to the B.A. and B.L. standards of this University in 1889. It was solely supported by the munificence of the founder.

BRAJAMOHAN INSTITUTION (BRAJAMOHAN COLLEGE), BARISAL

First Affiliation, 1889.

The Institution was founded as a High English School in 1884 by Babu Brajamohan Dutt, Judge, Court of Small Causes, Nadia. His sons, Aswini Kumar Datta, Kamini Kumar Datta and Jamini Kumar Datta, encouraged by the success of the Institution and, with a view to carrying out the wishes of their father, opened F.A. classes in 1889. The B.A. and B.L. classes were opened in 1898. In 1912, the management of the College was made over by a Trust Deed to a Council in which the Government of the day, the proprietors, and local interests were represented. The Government of the day by an indenture agreed to pay to the Institution three quarters of a lakh of rupees for the construction of the College building and made over a plot of land measuring forty bighas for the purpose.

ST. MARY'S INSTITUTION (DUPLEIX COLLEGE—COLLEGE DE BUSSY—NOW CHANDERNAGORE COLLEGE), CHANDERNAGORE

First Affiliation, 1890 (Re-affiliated, 1931).

This College was formerly known as St. Mary's Institution, then as Dupleix College, and then as College de Bussy and afterwards as Chandernagore College. It was founded in 1862,

and was under the direct control of the French Administration till the transference of Chandernagore to the Indian Union. It was affiliated to the Calcutta University to the F.A. standard in 1891. The F.A. classes functioned up to the year 1908 when they were closed down by the French Administration. I.A. and I.Sc. classes were re-opened in July, 1931, after being duly affiliated to the Calcutta University. The College buildings and the library are good and the laboratories are well equipped.

JAFFNA COLLEGE, CEYLON

First Affiliation, 1891.

The Institution was opened in 1872, as a successor of the Batticotta Seminary of the American Ceylon Mission which began in 1824 and was closed in 1856. Its principal building was Otley Hall built in 1824 and named after Richard Otley of the Supreme Court, a large donor. There was a fund of £25,000 held by Trustees in America to support an American Principal and Professors.

The College was planned by graduates of the old Seminary to meet the needs of Jaffna for higher education, and a fund of Rs. 13,500 was collected by them towards an endowment. The course of study was modelled after that of American Colleges and after twenty years of existence as an independent institution, it was in 1891 that it sought affiliation of the University of Calcutta. It was affiliated up to B.A. standard.

NEW HOLKAR COLLEGE (TUKAJIRAO HOLKAR COLLEGE), INDORE

First Affiliation, 1891.

This College known as the Tukaji Rao Holkar College, Indore, was founded by the Maharaja Holkar, G.C.S.I. in 1891 and was maintained by him.

Students who passed the University Entrance Examination were admitted and instruction was given up to the B.A. standard of the Calcutta University.

The College was housed in its own buildings situated outside the immediate precincts of the city of Indore.

MURARICHAND COLLEGE, SYLHET

First Affiliation, 1891.

This Institution was founded in 1886 as a higher grade English School by Raja Girischandra Roy, Zamindar of Sylhet. It was affiliated up to the F.A. standard in 1891 and named after Murarichand Roy, grandfather of the founder. After provincialization, the Institution was raised to the status of a first grade college in 1916, and affiliation was extended to I.Sc. and B.A. courses. In 1919 affiliation to the B.A. Honours standard was granted in Sanskrit. In 1926 further extension of affiliation to the B.Sc. course in both Pass and Honours was granted.

The building which cost approximately about nine lakhs of rupees was formally opened on 27th July, 1925.

ST. JOHN'S COLLEGE, JAFFNA, CEYLON

First Affiliation, 1892.

The Institution was founded in 1841 and it was affiliated to the Calcutta University in 1892 up to the standard of the First Examination in Arts.

INDIAN ASSOCIATION FOR THE CULTIVATION OF SCIENCE, CALCUTTA

First Affiliation, 1893.

The Association is the oldest institution in India, devoted exclusively to the cultivation of the Physical Sciences. It was founded in 1876, after several years of propaganda work, by Dr. Mahendralal Sircar. The facilities which existed in the latter part of the last century and in the beginning of the present century for scientific study and research in Calcutta owed their early origin to the pioneer work by Dr. Mahendralal Sircar and the example held out by the Institution founded by him. The laboratories of the Association were housed in a building at 210, Bowbazar Street, the entire cost of which was borne by the Maharaja of Vizianagram.

In 1907 the Association entered upon a new phase of activity viz., the advancement of science by research work conducted in

its own laboratories and the publication of the results of such researches in the form of bulletins.

Endowments were made to the Institution for the award of medals to successful and distinguished research workers.

The Institution has now a splendid home and a well-paid, well equipped efficient organisation in the outskirts of Calcutta.

CENTRAL INSTITUTION (CENTRAL COLLEGE), CALCUTTA

First Affiliation, 1894.

This Institution was founded by Khudiram Bose as a higher class English School, under the name of the University Institution, in 1893. The name was shortly changed, and the Institution was recognised by the Calcutta University under the name of the Central Institution which again was changed, in 1896, into Central College. It was raised to the status of a second grade college in 1894. In 1895, an application was made for its affiliation up to the B.A. standard of the University and it became a first grade college in 1896.

BAPTIST COLLEGE (JUDSON COLLEGE), RANGOON

First Affiliation, 1894.

This Institution was established in 1872 and was under the control of the American Baptist Missionary Association. A College Department was opened in May, 1894, which was affiliated up to the F.A. standard.

HINDU COLLEGE, JAFFNA, CEYLON

First Affiliation, 1895.

The Institution was opened in 1887 by Mr. William Nevins, under the name of the Town High School, Jaffna. In 1889 the management was transferred and the school was located in the part of the town of Hindu locality. It was then styled Hindu High School. The school was recognised by the Calcutta University in 1893. The Institution was raised to the status of a college up to the F.A. standard in September, 1895.

CENTRAL COLLEGE, JAFFNA

First Affiliation, 1897.

The Institution was established in 1834 by the Rev. Peter Percival of the Wesleyan Mission, Jaffna. The school was raised to the second grade college in 1897.

MUNSHIGANJ HIGH SCHOOL (HARENDRA LAL COLLEGE), MUNSHIGANJ

First Affiliation, 1897.

The High School at Munshiganj was raised to the status of a second grade college and F.A. classes were opened on 4th July, 1896 in anticipation of the affiliation which was sanctioned in February, 1897. Harendralal Ray Chawdhury, Zamindar of Bhagyakul, Vikrampur, having undertaken to bear all the expenses of the college, it was named after him.

MONGHYR DIAMOND JUBILEE COLLEGE, BEHAR

First Affiliation, 1898.

The Institution was founded in 1854 as a Government Zilla school. To commemorate the Diamond Jubilee of Her Majesty Queen Victoria's reign it was decided at a public meeting to establish a college by amalgamation of the Zilla School and two other local schools. The amalgamation took place on 1st September, 1897. The College having fulfilled all the conditions laid down for affiliation of colleges, was affiliated to the F.A. standard to the Calcutta University in 1898.

KRISHNACHANDRA COLLEGE, HETAMPUR

First Affiliation, 1898.

This Institution was founded by Maharani Padma Sundari Debi of Hetampur in memory of her father-in-law and was opened in 1897. The College receives Rs. 12,000/- annually from the endowed property of the lady who endowed the whole of her property, now known as Brajabala Trust Estate, for the maintenance of the College.

It was started as a second grade college teaching up to the F.A. standard. In 1923 it was raised to the status of a first grade college and also obtained affiliation in Science to the I.Sc. standard. Subsequently, it received affiliation to the B.A. standard.

The college building is a two-storeyed structure and the laboratories are well-equipped. The library is well-stocked and the College has extensive boarding houses of its own. There are extra-curricular activities in the College and stipends and scholarships are awarded to the deserving candidates.

PABNA INSTITUTION (EDWARD COLLEGE), PABNA

First Affiliation, 1898.

The Institution was originally founded by Gopalchandra Lahiri as a High School in 1894. In 1898 the F.A. classes were added to the school . In 1911, to perpetuate the memory of the King Emperor Edward VII, it was named after His Late Imperial Majesty. Rai Banamali Roy contributed a substantial portion of cost towards the construction of the college buildings.

BHUMIHAR BRAHMIN COLLEGE, MUJJAFERPUR

First Affiliation, 1899.

This College was opened on the 3rd July, 1899 with the efforts of the Bhumihar Brahman community of Mujjaferpur and its affiliation to the F.A. standard of the Calcutta University was sanctioned in the same year.

VICTORIA SCHOOL, (VICTORIA COLLEGE), COMILLA

First Affiliation, 1899.

This College was the outcome of the efforts of Rai Ananda Chandra Roy Bahadur. In 1886, he founded the Roy's Entrance School which was changed in 1888 to Victoria School in commemoration of the Jubilee of Queen Victoria. The College grew out of this school in 1899 and was affiliated up to the F.A. standard at that time. It was completely destroyed by fire in 1902 but was revived

by its founder within a short time. The Trust Deed of 1904 separating the College from the School was replaced by a new one in 1908. When the New Regulations of 1904 of the University came into force, its affiliation was restricted to the I.A. standard. In 1918, when a second building was constructed, the status of the College was raised to the B.A. standard. I.Sc. classes were opened in 1924.

DUBLIN UNIVERSITY MISSION COLLEGE (ST. COLUMBA'S COLLEGE), HAZARIBAGH

First Affiliation, 1899.

This Institution was started in 1895 and was affiliated as a second grade college in 1899 and as a first grade college in 1907.

PRAMATHA MANMATHA COLLEGE, TANGAIL

First Affiliation, 1900.

This College was established in 1900. It owed its foundation to the public-spirited Zemindars of Santosh, Pramatha Nath Roy Choudhury and Manmatha Nath Roy Choudhury. It was affiliated to the Calcutta University up to the F.A. standard.

GAUHATI GOVERNMENT COLLEGE (COTTON COLLEGE), GAUHATI

First Affiliation, 1901.

The College was established in 1901 as a purely Government institution during the administration of Henry Cotton after whom it was named. It was maintained and controlled by the Government of Assam. Originally it started as a second grade college and in 1909 when Assam formed part of East Bengal, B.A. and B.Sc. classes were opened. Honours classes in different branches of studies were opened in 1914.

CITY COLLEGE, MYMENSINGH BRANCH, MYMENSINGH

First Affiliation, 1902.

This Institution, founded in 1883 and maintained by the City College Council, Calcutta, was raised in 1901 to the status of a

second grade Arts college and was affiliated to the Calcutta University in April, 1902.

Attached to the College and under the control of the Principal was a Boarding House. There were scholarships for meritorious students.

WESLEYAN MISSION COLLEGE (WESLEYAN COLLEGE—BANKURA COLLEGE—NOW BANKURA CHRISTIAN COLLEGE), BANKURA

First Affiliation, 1907.

The College was opened by the Wesleyan Mission at the request of the local public on the 29th June, 1903 as Wesleyan Mission College. The first founder Principal was Rev. John Mitchell.

The Institution was affiliated to the Intermediate and B.A. standards in 1907 but by permission of the Syndicate the students of the College were allowed to appear at the F.A. Examination in 1905 as private students, as consideration of the application for affiliation of the Institution to the F.A. standard in 1903 was postponed by Government in view of the impending Universities Act of 1904.

The College Building underwent considerable extension. The total cost of construction amounted to Rs. 35,000. Affiliation was obtained for B.Sc. subjects with Honours in Physics, Chemistry and Mathematics.

The College building is well-built, the laboratories are up-to-date and the library is well-stocked. There are two large hostels and extra-curricular activities in the College. Stipends and scholarships are awarded as per rules of the College.

To perpetuate the memory of the two illustrious pioneer Principals, Rev. John Mitchell and Rev. A. E. Brown through whose endeavours the establishment and expansion of the College was possible, the two hostels of the College have been named after them, Mitchell and Brown Hostels.

HINDU ACADEMY, DAULATPUR, KHULNA

First Affiliation, 1907.

This Institution was mainly residential and was founded in 1902 amidst rural surroundings on a bend of the river Bhairab, principally

with the object of giving Hindu boys a training in their religion and reviving ancient Hindu learning. It had two departments—the College and the Chatuspathi. The Chatuspathi was started in 1903 for teaching various branches of Sanskrit learning. In 1907 the College was affiliated up to the Intermediate Arts Course. In 1909 the affiliation was extended up to the Intermediate Course in Science. By the year 1938 the affiliation was extended up to the B.A. & B.Sc. standards. The College possessed an excellent library.

Brojolal Shastri, a distinguished lawyer and a Professor of the University Law College, was the founder of the College.

DIOCESAN MISSION GIRLS' SCHOOL (DIOCESAN COLLEGE), CALCUTTA

First Affiliation, 1907.

The Institution was founded for the education of the daughters of Indian gentlemen under the management of the Community of St. John Baptist, assisted by a staff of English and Indian graduates and certified teachers. It was affiliated to the Calcutta University in 1907. Pupils were also prepared for the Trinity College practical and theoretical examinations. Orchestral class was held. Subjects for the B.A. examinations were taught.

ANANDAMOHAN COLLEGE, MYMENSINGH

First Affiliation, 1908.

It was established in 1908 as a second grade college and was raised to the first grade status in 1914. On both occasions liberal assistance was obtained from Government and the Mymensingh public. It was named after the great scholar and national leader, Anandamohan Bose, founder of the City College, Calcutta.

DAVID HARE TRAINING COLLEGE, CALCUTTA

First Affiliation, 1908.

This College was established in July 1908 by the Government in the Albert Hall, Calcutta, with W. E. Griffith as its first Principal.

Admission was limited only to twenty students in the first session and restricted mainly to Government School teachers; only two private candidates were allowed admission in the first session.

The College was shifted to its new building at Ballygunge Circular Road, in July, 1926 and the Demonstration school of the College, Ballygunge Government High School, was opened just behind the College premises in January 1928.

It was thrown open to women students from session 1946-47 till the transfer of the women's section of the College to Hastings House, Alipore, in 1954.

In 1951 arrangements were made for the tuition of M.A. and M.Sc. classes in Education. The Bureau of Psychological and Educational Research was sanctioned by the Government of West Bengal from 1951-52 and arrangement for the establishment of the Bureau at the College was made with effect from 1952.

It is affiliated for the B.T. course and has a library, laboratories and hostel.

PATNA TRAINING COLLEGE, PATNA

First Affiliation, 1909.

This Institute was founded on the 1st October, 1908 by the then Government of Bengal to train teachers for secondary schools. It was affiliated to the University of Calcutta up to the L.T. standard in 1908. Under orders of the Government of Bengal teachers other than those of Government Schools got a monthly stipend of Rs. 35. The practical work was carried on in the Patna Collegiate School. Attached to the College was a hostel under the supervision of a professor who resided in the College premises.

UNIVERSITY LAW COLLEGE, CALCUTTA

First Affiliation, 1909.

Upon a minute by Asutosh Mookerjee, Vice-Chancellor of the University, which dealt with the condition of legal education under the University and which recommended foundation of a

University Law College for the promotion of legal instruction in accordance with the new curriculum of studies in Law framed under the Universities Act of 1904, the Syndicate on the 4th July, 1908 accepted the recommendation and resolved to recommend to the Senate that a University Law College be establishd and that the Syndicate be authorised to appoint a provisional committee to organise it.

On the 21st July, 1908 the Senate unanimously accepted the recommendation of the Syndicate. The resolution of the Senate received sanction of the Governor-General in Council on the 25th August, 1908 and the College was formally opened in July 1909.

The College is managed by a Governing Body (now the College Council) of which the Vice-Chancellor is the ex-officio President and the Principal, the ex-officio Vice-President and Secretary.

It is housed in the Darbhanga Building and has an well-equipped library of Law books and an attached hostel which is called the Hardinge Hindu Hostel. A gymnasium is located in the Hostel. It grants LL.B. and LL.M. scholarships and also research scholarships to advanced students in Law.

DACCA TRAINING COLLEGE, DACCA..

First Affiliation, 1910.

This College at Dacca came into being in 1910. The main building was constructed in 1904 by the Government of Bengal. It prepared candidates for the degree of Bachelor of Teaching and the diploma of Licentiate in Teaching of the Calcutta University.

DACCA LAW COLLEGE, DACCA

First Affiliation, 1910.

This College was established in 1910. Lectures and other instructions were provided for students reading for the B.L. and Pleadership Examinations. It was accommodated in a portion of the main Arts building of the Dacca College and had a separate library of its own.

LORETO HOUSE, CALCUTTA

First Affiliation, 1913.

This Institution was established in 1842 under the direction of the Loreto Sisters. It includes four departments, viz., a College Department, a Teachers' Training Department, a School Department and Kindergarten Department. The College Department has been connected with the Calcutta University since 1889. It was affiliated up to the I.A. standard and L.T. standard in 1913. Its affiliation was extended to B.A. in 1921, B.A. English Honours in 1925 and to B.T. in 1941. It owns a building, well-equipped laboratories, a good library and a hostel. Extra-curricular activities are provided. There are stipends, scholarships and other concessions to deserving students.

GAUHATI LAW COLLEGE (EARLE LAW COLLEGE), GAUHATI

First Affiliation, 1914.

The College was affiliated in 1914 as a Government institution. Archdale Earle, the then Chief Commissioner, after whom the College had been named, opened it in July, 1915. It was affiliated up to B.L. standard. The College had a good library and also hostels.

SOUTH SUBURBAN COLLEGE (ASUTOSH COLLEGE), BHOWANIPUR, CALCUTTA

First Affiliation, 1916.

This College was started at the instance of the authorities of the South Suburban School mainly due to the abolition of the University Departments, both on the Arts and Science sides, by two colleges in and near Bhowanipur, namely, the London Missionary Society's Institution and the Bishop's College. Affiliation was obtained to the I.A. and I.Sc. standards in certain subjects from the session 1916-17. The College was named South Suburban College and was started at 26, Lansdowne Road, but was removed next year to 147, Russa Road, where it was located till September, 1936.

In July, 1924, after the death of Asutosh Mookerjee, its Founder-President, the College was named as Asutosh College to perpetuate his memory. The construction of its own building was undertaken in 1934 and from the beginning of the session 1935-36, the College has been housed in its own building at 9, Syamaprasad Mookerjee Road.

The College was registered as a Society under Act XXI of 1860 in 1927. It has been split into three separate units, viz., (i) the Day Department for men students, (ii) the Morning Department exclusively for women students, and (iii) the Evening Department for Commerce students.

The Morning Department was inaugurated in 1932 and the Evening Department was opened in 1945. The College Building has separate Arts and Science blocks. There are well-equipped laboratories, a good library and attached hostels. Extra-curricular activities include among others a Bratachari Centre, an Ambulance Division and Military Training. There are fair number of stipends, scholarships and other concessions for deserving students of each department. The College is affiliated up to the B.A. and B.Sc. Honours standards in various subjects and to the B.Com. standard.

MEDICAL COLLEGE, BELGACHIA (CARMICHAEL MEDICAL COLLEGE, NOW R. G. KAR MEDICAL COLLEGE), CALCUTTA

First Affiliation, 1916.

The Institution which had its origin in 1886 as the result of the enterprise of some private medical practitioners was started as the first private medical school under the name of Calcutta School of Medicine. The curriculum of the school was modified in 1887 and framed according to that of the Government Medical schools and the name was also changed to Calcutta Medical School.

The School continued in a rented house for 17 years. The bulk of the present site was bought in 1896 and the school was removed to Belgachia in 1903. In that year another private institution, viz., the College of Physicians and Surgeons in Bengal started in 1895, was amalgamated with it. It obtained affiliation to the University in April, 1916. The building was opened by Lord Carmichael on 5th July, 1916.

The affiliation to the Final M.B. standard was granted in July, 1919. The College was first named after Lord Carmichael. It was named R. G. Kar Medical College in March, 1948.

Besides its own building, laboratory, library and hostels, the College has got extra-curricular activities and is affiliated to the I.Sc., M.B.B.S., D.G.O. and D.O.M.S. standards of the Calcutta University.

CARMICHAEL COLLEGE, RANGPUR

First Affiliation, 1917.

The College was started in July, 1917. A scheme for the establishment of the College originated as early as 1913, but it was not till 1914 that active steps were taken to carry it out. By March, 1917, donations to the extent of about Rs. 7,50,000 had been raised and affiliation of the proposed college up to the B.A. standard was obtained. The College occupied the new building in July, 1918. B.Sc. classes were subsequently opened.

Among the principal single donors mention may be made of the names of Raja Bahadur Gopal Lal Ray of Tajhat (Rs. 1,00,000), Rai Anandamohan Raychaudhury Bahadur of Tepa (Rs. 1,00,000), and the Hon'ble Maharaja Sir Manindra Chandra Nandi Bahadur, K.C.I.E. (Rs. 50,000).

RAJENDRA COLLEGE, FARIDPUR

First Affiliation, 1918.

The College was first established as a second grade college in July, 1918 and was affiliated up to the I.A. standard in the same year. The College was named after Rajendra Chandra Raychaudhuri, the Zemindar of Baisrasi. His son, Rames Chandra Ray Chaudhuri, made a donation of Rs. 50,000. He made a further donation of Rs. 2,000 at the time of opening the I.Sc. classes in 1923. A further sum of Rs. 30,000/- was raised by the public. The names of other donors are Maharaja Manindra Chandra Nandi, Praphullanath Tagore and Kumar Arunchandra Sinha. It was raised to a first grade college in 1931.

BAGERHAT COLLEGE (PRAPHULLACHANDRA COLLEGE), BAGERHAT

First Affiliation, 1918.

The Institution was affiliated to the University in 1918. This College, which formerly went by the name of Bagerhat College, owns its origin to the efforts of the promoters of the Haveli Pargana Social Re-union, an organisation for the advancement of education, sanitation and social reform in the Pargana. It was backed by the entire Sub-division and supported by a Board of Trustees.

Subsequently in 1933 the College was named after its patron, Acharya Praphulla Chandra Roy.

FENI COLLEGE

First Affiliation, 1922.

The Feni College was started in 1922, with affiliation up to the I.A. standard. The people of Noakhali and particularly of the Feni Sub-division raised subscriptions to the extent of about Rs. 20,000 and the District Board of Noakhali donated Rs. 50,000 for construction of two hostels, one for the Hindu students and the other for the Mahomedan students.

The College having shown progress the University raised its status to that of a first grade college with affiliation in all the Arts subjects. Among the donors were (1) the Maharaja of Tripura, (2) Chandicharan Law of Calcutta, (3) Kumar Arun Chandra Sinha Bahadur of Paikpara, (4) Lieut. Satyendra Chandra Ghoshmaulik of Saistanagar, (5) Pyarilal Raychaudhuri of Saistanagar and Chandra Kumar Chaudhury of Banspara family.

NARASINHA DATTA COLLEGE, HOWRAH

First Affiliation, 1923.

In 1922 Suranjan Dutt, in order to give effect to the wishes of of his father Rai Narasinha Dutt Bahadur, formed a provisional committee and got sanction of the University in 1923 to locate a second grade college, called the Narasinha Dutt College, in the premises No. 129, Belilios Road consisting of about one hundred and twenty-five bighas of land and a palatial building with several out-

houses. It was first affiliated to the I.A. standard in 1923. In 1941 the B.A. classes and in 1946 the B.Sc. (Pass) classes were opened and in 1948 the College was affiliated in Honours in Chemistry and Mathematics. In 1949 co-education was introduced in both Science and Arts classes. An evening section was opened in 1950 for both I.A. and I.Sc. courses restricting the Arts side to commerce subjects only. Girls are not admitted to the evening classes.

The College owns a well-equipped laboratory, a good library and a hostel. Extra-curricular activities include gymnasium, military training etc. Scholarships, stipends and medals are awarded to the deserving students.

ST. EDMUND'S COLLEGE, SHILLONG

First Affiliation, 1924.

This college founded by Archdale Earle, Commissioner of Assam, was opened in 1916 and was first affiliated in 1924 up to the I.A. standard. Commencing with the year 1936-37 the College had been affiliated up to the B.A. & B.T. standards of the Calcutta University.

ST. JOSEPH'S HIGH SCHOOL (ST. JOSEPH'S COLLEGE), CALCUTTA

First Affiliation, 1924.

This College originally known as St. Xavier's School was founded in 1848. Mgr. Carew, Vicar Apostolic of Bengal, brought from Ireland Francis Fitzpatrick and Alphonso Tolan who had been trained in the novitiate of the Irish Christian Brothers and placed them in charge of the School. These men with associates who joined them in India founded an institute known as the Calcutta Brothers, which was amalgamated in 1890 with the Brothers of the Christian Schools of Ireland. From that year the school went from success to success. In 1924 it was affiliated to the Calcutta University and I.A. and I.Sc. classes were established. There are (1) an arts hall, (2) an up-to-date laboratory, (3) a geographical hall, (4) an efficient workshop for wood and metal work, a three-storeyed building and (5) a big library. Extra-curricular activities include debating club, outdoor games, skating, drilling and boxing.

SAADAT COLLEGE, KARATIA

First Affiliation, 1926.

The College was founded in 1926 by Zamindar Maulavi Wajed Ali Khan Pannee of Karatia and was named after his grandfather, the late Maulavi Saadat Ali Khan Pannee. It was first affiliated to this University in 1926 up to the B.A. standard.

ISLAMIA COLLEGE (CENTRAL CALCUTTA COLLEGE), CALCUTTA

First Affiliation, 1926.

The foundation stone of the building of this College was laid by Lord Lytton, Governor of Bengal, on 9th December, 1924 and the construction of the building completed in June, 1926. It was opened on 2nd July, 1926, as the Islamia College, Calcutta to provide for the Muslim Community a liberal education, and was under the direct control of the Director of Public Instruction, Bengal. After the partition of Bengal in 1947 the College was opened to all communities. In 1948 the College was renamed the Central Calcutta College. It is a Government College.

The College building represents saracenic type of architecture. The laboratories are well-equipped. The library is big and the Baker Hostel accommodates Muslim students and Hindu students are housed in Eden Hostel and Government College of Arts and Crafts Hostel.

The College is affiliated up to the B.A. standard and in the Science Section, to the I.Sc. standard. Affiliation was extended to the B.A. Honours standard in English and in other optional subjects.

Stipends and scholarships are awarded on the proportion of enrolment of students.

PRABHATKUMAR COLLEGE, CONTAI

First Affiliation, 1926.

This College was named as above after the name of the son of the principal donor, Biswambhar Dinda, who donated Rs. 45,000/- and bequeathed a large estate for the benefit of the College. Gangadhar Nanda, another benevolent Zemindar, made a gift of Rs. 10,000.

Mention may also be made in this connection of the subscribers, Basudebpur Wards' Estate and Chaudhury Jadavendranandan Das Mahapatra. The College was opened on the 15th July, 1926. It was first affiliated to the I.A. standard in 1926 and affiliation was extended to the B.A. standard in 1940 and to the I.Sc. standard since 1947. It was affiliated to the B.Sc. standard in 1954. Its building consists of six blocks, laboratories are properly equipped, library is in its infancy and the hostel is close to it. The plot of land over which the College stands is a gift from Mohanta Badrinarayan Das.

The Institution receives aids from the Government of West Bengal under Dispersal Scheme.

CALCUTTA SCHOOL OF TROPICAL MEDICINE AND INSTITUTE OF HYGIENE (SCHOOL OF TROPICAL MEDICINE), CALCUTTA

First Affiliation, 1928 (Recognised in 1954).

The School and Institute both owe their existence to Leonard Rogers. The conception of providing courses in Hygiene on a wider basis and of establishing an Institute in India for Post-Graduate study in Tropical Medicine and Hygiene originated with him. His first proposal was that there should be a School of Tropical Medicine in Calcutta and an Institute of Hygiene in Bombay, both on all-India basis. Various circumstances and considerations prevented these views from coming to fruition but with Leonard's perseverance and enthusiasm, the Calcutta School of Tropical Medicine and Hygiene was established in 1920 with the help of the Government of India, the Government of Bengal and various private benefactions. It combined teaching and research in both Tropical Medicine and Hygiene. A Professorship in Hygiene was established and a course of instructions was arranged in the school for the Diploma of Public Health of the Calcutta University.

With the establishment of the All-India Institute of Hygiene and Public Health which prepares candidates for the D.P.H. course of the University, the School of Tropical Medicine ceased to have any connection with the University.

At the initiation of the present Director of the School, R. N. Chaudhuri, the D.T.M. & H. course was incorporated in the University Regulations and the School of Tropical Medicine came to be

recognised by the University in 1954 as an Institution for providing post-graduate instruction leading to the Diploma in Tropical Medicine and Hygiene under the Calcutta University.

JORHAT COLLEGE (JAGANNATH BOROOAH COLLEGE), JORHAT, ASSAM

First Affiliation, 1931.

The College was so named after the grandfather of Muralidhar Borooah who made a munificent gift of a building and a site of 15 bighas of land. It was first affiliated in 1931 up to the I.A. and B.A. standards. Affiliation was extended up to B.Com. standard from 1941-42.

VICTORIA INSTITUTION, CALCUTTA

First Affiliation, 1932.

This Institution was founded in 1871 by Brahmananda Keshabchandra Sen under the name of Female Normal & Adult School. A college branch of the Institution, which was at first a high school, was started in 1932 with affiliation up to the I.A. standard of the Calcutta University. In 1935 the Institution was raised to the status of a first grade college. During 1950-51 affiliation was obtained in I.Sc. It has been granted affiliation to the B.Sc. standard from 1957-58.

There is a well-equipped laboratory and also a Biology Museum with up-to-date appliances and apparatus. The College building is spacious, the library is well-stocked and the hostels are well looked after. Some students have joined the NCC. and they belong to the 1st Bengal Girls' Troop. Stipends, scholarships etc. are awarded to those who distinguish themselves in their examinations.

BRINDABAN COLLEGE, HABIGANJ, SYLHET

First Affiliation, 1932.

The College was first affiliated to the University in 1932 up to the B.A. standard. It obtained affiliation in English and Economics up to the B.A. Honours standard in 1941.

SCHOTTISH UNIVERSITIES MISSION COLLEGE, KALIMPONG

First Affiliation, 1933.

The College grew out of the High School (S.U.M. Institution) to meet the needs of the students of Kalimpong and of Sikkim, Tibet, Bhutan and Nepal. It was arranged that the College should be co-educational and for the local people only.

It is housed in the main building of the institution and has got a library and hostel for boys. Accommodation for female students has been made in the Hostel of the local girls' school.

It is affiliated up to the I.A. standard of the Calcutta University. Stipends and scholarships are granted. It has extra-curricular activities.

VICTORIA SCHOOL, KURSEONG

First Affiliation, 1933.

It was started in 1879 at Constantia as a school for children (boys and girls) of European and Government servants. Subsequently the Institution was transferred to Dow Hill in 1880 and it was meant for boys only. It occupied its own buildings at Victoria in 1898.

It granted stipends and scholarships under the Anglo-Indian Education Code and was affiliated to the I.A. standard of the Calcutta University.

GURUCHARAN COLLEGE, SILCHAR, ASSAM

First Affiliation, 1935.

This College was first affiliated in 1935 and was named after Gurucharan Nag, the husband of Sm. Kiransashi Nag, a Hindu widow who donated Rs. 10,000 in 1934 for the College, which came into existence principally through the efforts of Bishnu C. De. It was affiliated up to the I.A. and B.A. standards. It had the system of co-education.

ST. ANTHONY'S COLLEGE, SHILLONG

First Affiliation, 1935.

This Institution was founded and inaugurated in 1911. It was first started as a Middle English School and affiliated up to the I.A. standard in 1935. The Salesian Fathers of Don Bosco started this College to foster collegiate education. It had well-equipped laboratories and a big library. Extension of affiliation was granted up to the B.A. and I.Sc. standards.

The buildings consisted of a house with an area of 9,000 sq. ft. and a hall of 5,200 sq. ft.

ALL-INDIA INSTITUTE OF HYGIENE AND PUBLIC HEALTH

First Affiliation, 1935.

The All-India Institute of Hygiene and Public Health came into existence in 1932 by the side of the School of Tropical Medicine. Dr. W. S. Carter, Associate Director of Rockfeller Foundation, was deeply impressed with the necessity of establishing a separate Institute of Hygiene. As a result of his discussion with the authorities concerned, he offered on behalf of the Foundation to provide the cost of the site selected and to build and equip it. The offer was gratefully accepted by the Government of India.

The Institute started functioning with the following sections :—

(1) Public Health Administration, (2) Vital Statistics and Epidemiology, (9) Malariology and Rural Hygiene, (4) Biochemistry and Nutrition, (5) Maternity and Child Welfare. The last named functioned under the supervision and control of the Countess of Dufferin Fund from 1933 to 1937 when it was taken over by the Government of India. The designation of the section of Malariology and Rural Hygiene was subsequently changed to Microbiology.

Teaching was at first restricted to the training of candidates for the Diploma in Public Health of the Calcutta University and the Diploma in Maternity and Child Welfare and the Diploma in Public Health and Hygiene of the Faculty of Tropical Medicine and Hygiene, Bengal.

The main activity of the Institute is research work on Public Health Problems.

It has its magnificent building, library, museum, hostel and has got also extra-curricular activities.

It also grants stipends and scholarships.

The Institute is affiliated to the University for the following Degrees and Diplomas:—

D.Sc. (Public Health); Master of Engineering (Public Health); Diploma in Public Health (D.P.H.), Diploma in Maternity and Child Welfare (D.M.C.W.); Diploma in Dietetics (D.D.); Diploma in Industrial Health (D.I.H.); Diploma in Nutrition (D.N.).

SALESIAN COLLEGE, SONADA, DARJEELING

First Affiliation, 1937.

This College was at first established in Shillong, Assam, when it obtained affiliation up to the I.A. standard in 1935. In 1946 the school building was destroyed by fire. For two years it had a wandering existence at Woodcot, Tung, Darjeeling and at Bandel Church, Hughli. It then occupied a permanent house at Sonada where the new building was inaugurated in 1948. In the same year it got affiliation up to the B.A. (Pass) standard.

All the students reside in the College Hostel and it has got extra-curricular activities.

ST. HELEN'S COLLEGE, KURSEONG

First Affiliation, 1937.

The Institution was a natural development of the attached school which provided instruction for both day scholars and boarders.

It had a large and well ventilated building, laboratories, library and hostel.

It was affiliated up to the I.A. standard of the Calcutta University.

ST. MARY'S COLLEGE, SHILLONG

First Affiliation, 1937.

This college for girls was built in July 1937. It was first affiliated in 1937 in B.T. and L.T. and in 1938 up to I.A. standards. The college had a hostel and a library.

GOKHALE MEMORIAL GIRLS' COLLEGE, CALCUTTA

First Affiliation, 1938.

The Gokhale Memorial Girls' School was established by Mrs. Sarala Ray in 1920 after the name of the Indian patriot, Gopal Krishna Gokhale. It was used at first to present candidates for the Cambridge school certificate examination and afterwards got permission to present candidates for the Matriculation examination of the Calcutta University. Affiliation of the I.A. classes was obtained in 1938 when the designation was changed to Gokhale Memorial Girls' School and College. The College was affiliated to the I.Sc. standard in 1948.

The College has got its own building, library, laboratories and hostel and has also got extra-curricular activities.

LADY KEANE GIRLS' COLLEGE, SHILLONG

First Affiliation, 1938.

A High English School for girls was started by the Shillong public in 1932 and named after the wife of the then Provincial Governor, Michael Keane. In 1935 the school was developed to the status of an Intermediate College. The College had a building with attached hostel and a good library. The site of the building measuring over 9 acres was obtained from the Government of India through the good offices of Lady Keane. Rai Bahadur Rameswar Lal Saharia contributed Rs. 20,000/- for a hostel and Rai Bahadur Nopat Rai Kadia, Rs. 10,000/- for the College building.

UNION CHRISTIAN TRAINING COLLEGE, BERHAMPORE (WEST BENGAL)

First Affiliation, 1939.

The primary aim of the College was the training of non-graduate teachers for the staff of Christian Secondary schools in Bengal but the facilities for training are extended to students of all communities.

The College was recognised by the University for L.T. in 1939, and the affiliation was extended to B.T. in 1941.

It has a library, two hostels and extra-curricular activities.

The following Churches and Missions are co-operating in the support of the College:—London Missionary Society; Baptist Missionary Society; Church Missionary Society; Methodist Missionary Society; Church of Scotland Bengal Mission; American Baptist Bengal-Orissa Mission; Methodist Episcopal Church of Southern India; Australian Baptist Foreign Missions Board.

SOUTH CALCUTTA GIRLS' COLLEGE, CALCUTTA

First Affiliation, 1939.

This Institution was started in 1932 as an exclusively Girls' College by the organisers of the Beltala Girls' School Samity. Affiliation was obtained in I.A. from 1939 and in B.A. in 1947.

It has got its own building, laboratories for teaching Geography and Botany, library and hostel. It has got extra-curricular activities and grants stipends and scholarships.

HARAGANGA COLLEGE, VIKRAMPUR, MUNSHIGANJ

First Affiliation, 1939.

The College was started with the name as above to perpetuate the memory of the parents of the founder, Asutosh Ganguly, who donated a lakh of rupees for the foundation of the College. The local high school surrendered 14 bighas, 6 kattas, and 2 chattaks of land for the establishment of the College.

It was first affiliated to this University in 1939 up to the B.A. and B.Com. standards.

A. K. Fazlul Huq M.A. B.L. then Premier of Bengal, laid the foundation of the College on 18th December 1938.

The Founder of the College executed a Trust Deed for the College—for (1) imparting College education and (2) for creating a centre of Hindu culture by imparting free education in the Vedas and the Upanishads.

SIR ASUTOSH COLLEGE, KANUNGOPARA, CHITTAGONG

First Affiliation, 1939.

The College received University recognition from June, 1939 up to the I.A. and I.Sc. standards. From the beginning of the session

1941-42, the College was granted affiliation up to the B.A. standard. Rebatiraman Dutta, M.A. bore the responsibility of finance and organisation for long years and at his instance the College was named after Asutosh Mookerjee.

AZIZUL HUQUE COLLEGE, BOGRA

First Affiliation, 1939.

The College was started in 1939 in the name of the then Vice-chancellor, Azizul Haque. A band of public-spirited gentlemen headed by Mohammad Ali succeeded in securing University affiliation up to the I.A. standard.

The College was granted affiliation up to the B.A. standard.

LADY BRABOURNE COLLEGE, CALCUTTA

First Affiliation, 1939.

The College was first established in July 1939 by the Government in a rented house, for the higher education of Muslim women observing purdah, and was named after Lady Brabourne, the wife of the then Governor of Bengal. It was removed to its own premises in July 1941.

Besides its own building which is well ventilated and spacious, it has got its laboratories, library and hostels and has got extra-curricular activities.

It is now open to all classes of lady students without distinction of religion, caste and creed and is affiliated to the I.A., I.Sc., and B.A. (Pass and Hons.) standards of the Calcutta University.

WOMEN'S COLLEGE, CALCUTTA

First Affiliation, 1940.

The Women's College was founded in July 1937 by a band of devoted scholars whose self-sacrifice made it possible to raise it to its present position. It was affiliated to the B.A. standard in June, 1940. It is housed in a rented building, has its laboratories, library and hostel and has got extra-curricular activities. It is affiliated up to the I.A. and B.A. standards of the Calcutta University and grants concession in tuition fees to deserving students.

FAZLUL HUQ COLLEGE, CHAKHAR, BARISAL

First Affiliation, 1940.

This College was founded by A. K. Fazlul Huq, the then Premier of Bengal, in his native village, to meet the aspiration of all in matters of higher education.

It was first affiliated up to the B.A. standard in 1940.

MADAN MOHAN COLLEGE, SYLHET

First Affiliation, 1940.

Mohinimohan Das and Jogendramohan Das offered a plot of land and a donation of Rs. 7,000 to be supplemented by the amount required for the construction of the College building. The offer was accepted and the College was named as above after the name of their father. In March, 1940 affiliation was granted up to the B.A. standard. The College was opened in July, 1940, within the municipal limits of the town of Sylhet.

SIRAJGANJ COLLEGE, SIRAJGUNJ

First Affiliation, 1940.

The generous public, especially the poor agriculturists of the Sirajganj Sub-division, subscribed to the College fund. On the 9th of June, 1940 the foundation of the College building was laid by A. K. Fazlul Huq, the then Premier of Bengal. The District Board made a handsome grant for the construction of the College Hostel building.

It obtained University affiliation in 1940 up to the I.A. standard.

MADHAB CHOUDHURY COLLEGE, BARPETA

First Affiliation, 1940.

Originally a second grade college with a trust fund of Rs. 10,000/- created by a lady to perpetuate the memory of her husband, Madhab Chandra Choudhury, this College was opened by the then Chief Minister of Assam on the 14th July, 1939. A further donation of

Rs. 4000/- was subsequently made by Mr. Chandi Charan Kakati of Barpeta. It was first affiliated up to the I.A. standard in 1940. The College owned 20 bighas of land.

RADHAKANTA HANDIQUE GIRLS' COLLEGE, GAUHATI

First Affiliation, 1940.

This College was opened on the 18th July, 1939 as Gauhati Girls' College, but the name was changed as aforesaid after the name of Rai Bahadur Radhakanta Handique who made large donations to the College Fund. It was first affiliated up to the Intermediate standard in 1940 but affiliation was extended up to the B.A. standard in 1941. The College had a hostel, a library and had also extra-curricular activities.

FAZLUL HUQ ADINA COLLEGE, MALDA

First Affiliation, 1940.

Adina being the old capital of Bengal for centuries, was considered a suitable place for the foundation of a college, for which a gift of 300 bighas of land and 12 large tanks was received from Begum Shamsun Nahar Saheba. The College was named after A. K. Fazlul Huq, Premier of Bengal, in recognition of his patronage. The College was actually started in 1940. It was first affiliated to this University up to the I.A. standard in that year.

RAMKRISHNA MISSION VIDYAMANDIR, BELUR, HOWRAH

First Affiliation, 1941.

The aim of education, according to Swami Vivekananda, is to manifest the perfection already in man. It must bring into full play all the sterling qualities of head and heart of an individual so that he can fulfil his obligations towards himself and his country in the best possible way. He planned to start different types of institutions for the education of boys and girls on national ideals and to establish a University with the Belur Math as the centre, on the

models of the ancient Universities of Nalanda, Taxila, Odantapuri and Vikramasila.

To give a concrete shape to the educational ideals of the great Swamiji the Ramkrishna Mission laid the foundation of the College on the 31st January 1940, on the occasion of the birth anniversary of the Swamiji. The Vidyamandir was started at Belur in July 1941, with affiliation to the Calcutta University to the Intermediate standard. The College is housed in a beautiful double storeyed building, situated amidst the picturesque, peaceful and elevating surroundings of a rural area under the shadow of the Belur Math on the Bank of the river Hoogly. The Vidyamandir is a wholly residential college and its hostels form an integral part of the institution for an all-round education of the students. It has a decent library and up-to-date laboratories. Students join in prayer every morning and evening in the Hostel Prayer Hall and attend regular religious classes. Students are taken out every year on excursion tours to the various centres of religious, cultural, historical or industrial interest in India and they are taught self-help in their daily necessities of life.

The college also grants a number of free-studentships, stipends and concessions to poor meritorious students.

SRIKAIL COLLEGE, TIPPERAH

First Affiliation, 1941.

Capt. N. N. Dutta founded in his native place the College known as Srikail College. He spent large sums for the Institution. The College was affiliated to the University up to the I.A. standard in 1941 and to the B.A. standard in 1942.

BENGAL TANNING INSTITUTE, TANGRA, CALCUTTA

First Affiliation, 1941.

Before the Great European War most of the raw hides and skins of the country were exported to Germany and Australia. With the commencement of the hostilities this was stopped and the necessity for making arrangements for tanning hides within the empire became obvious. With this end in view the Calcutta Research Tannery was opened in May 1919 on experimental basis. After

the expiry of the experimental period it was placed on a permanent footing as Bengal Tanning Institute in June 1926.

Since its inception the Institute has been carrying three functions, viz., Demonstration, Research and Training.

In 1929 a Leather Trade School was attached to it to impart training in the manufacture of boots and shoes. The Institution was affiliated to the Calcutta University with the introduction of the University Certificate Course in Tanning. Since the year 1954, the courses of training in the Institution have been remodelled and the following courses are now followed:—(*a*) Three years' University Degree course in Leather Technology from the session 1955-56, (*b*) two years' Departmental Certificate Course in boot, shoe, and leather goods making, (*c*) one years' Artisan Course in tanning, (*d*) one years' Artisan course in boot, shoe and leather goods making.

MAHARAJA MANINDRA CHANDRA COLLEGE, CALCUTTA

First Affiliation, 1941.

The College was established in 1941 in order to perpetuate the memory of the illustrious patron of learning, Maharaja Sir Manindra Chandra Nandy. It is located in the very building in which Maharaja Manindra Chandra was born and spent his boyhood. His son, Maharaja Srish Chandra Nandi, made over the building to the Governing Body of the College. The Institution is affiliated up to the I.A., I.Sc., B.A. (Hons. in English and Bengali) and B.Com. standards of the Calcutta University. Co-education is allowed and there is also a special morning department for girls who do not favour co-education.

Besides its own buildings, the College has got properly equipped laboratories and well-stocked library.

It has got extra-curricular activities and grants stipends and scholarships to poor and meritorious students.

MICHAEL MADHUSUDAN COLLEGE, JESSORE

First Affiliation, 1941.

The College was founded in 1941. The College was first affiliated to the University up to the I.A. standard in 1941 and up to the B.A. standard later on.

WOMEN'S COLLEGE, SYLHET

First Affiliation, 1941.

The College was first affiliated up to the I.A. standard in 1941. The need of a separate college for women in the heart of the town having been felt, a provisional committee for starting the college was formed in 1939. The College classes were at first held in the morning in the local Government Girls' High School. The Government subsequently agreed to sanction for the college the grant of a plot of land, 6 bighas in area. A sum of Rs. 12,000/- was raised by the public, the principal donors being Brojendranarayan Chaudhury, M.A.B.L. and Baidyanath Mukherjee, B.A., M.L.A.

ANANDA CHANDRA COLLEGE, JALPAIGURI

First Affiliation, 1942.

The College is named after Ananda Chandra Rahut, whose sons Nalini Kanta Rahut and others, made a gift amounting to about Rupees one lakh and twenty-five thousand, including a plot of land for the establishment of the College. It has also been receiving enthusiastic support from the Tea Companies of Jalpaiguri, who contributed a sum exceeding Rupees two lakhs for the development of the College.

It has got its own building, laboratories, library and hostel and has got extra-curricular activities. It grants stipends and scholarships and is affiliated up to the I.A., I.Sc. and B.A. (with Hons. in Economics and Bengali) standards of the Calcutta University.

B. BOROOAH COLLEGE, GAUHATI

First Affiliation, 1942.

This College was established by Sj. K. K. Borooah, B.A., mainly to afford Commerce education and was named after his grand-uncle, Bholanath Borooah, a philanthropist and reputed businessman. It received its affiliation to the I.A. standard in 1942. It received grants from the Government of Assam with effect from 1946.

DEVENDRA COLLEGE, MANICKGANJ, DACCA

First Affiliation, 1942.

This College was founded in the village Terasree situated in the western border of Mymensingh. The chief donor, Siddheswari Prasad Raychaudhuri, made a gift of Rs. 35,000/- in cash and land and structures thereon. The College was affiliated to the I.A. standard from 1942. Just after a year the College was shifted to the Sub-divisional town of Manickganj for want of space. Rai Bahadur R. P. Saha also made a munificent donation of Rs. 60,000/-. He promised also to meet the monthly deficit. The name of the College was changed after the name of his father.

SRIKRISHNA COLLEGE, RAMDIA, FARIDPUR

First Affiliation, 1942.

The people of Ramdia in the Sub-Division of Gopalganj, Faridpur, felt the need of a college there. The princely donor, Sri Birla, supplied most of the money for the establishment of the College. Birla also arranged for the establishment of a temple and charitable dispensary by the side of the College and also for training of the students in scientific agriculture and cottage industries. The College authorities secured a plot of 35 bighas for the purpose. Owners of the lands adjoining the plot placed their lands at the disposal of the authorities. The College was first affiliated up to the I.A. standard in 1942. I.Sc. affiliation was granted from 1946.

RIPON COLLEGE (SURENDRANATH COLLEGE), DINAJPUR

First Affiliation, 1942.

The authorities of the Ripon College, Calcutta, now Surendranath College, thought it fit to open a branch at Dinajpur during the period of emergency in 1942. The University allowed admission for a period of two years only, but as emergency continued the classes were allowed to continue. Subjects taught were the same as were done in its parent body at Calcutta in I.A. and I.Sc.

CHAUMUHANI COLLEGE, NOAKHALI

First Affiliation, 1943.

The College was affiliated to the I.A. standard from 1943. As the College was in a sound financial position it received extension of affiliation to the B.A. standard from 1945 and to I.Sc. standard from 1946.

KALNA COLLEGE, BURDWAN

First Affiliation, 1943.

The College originally started in a rented building in 1943 with pupblic donations, has now got its own buildings and is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

There are science laboratories, library and hostel and it has also got extra-curricular activities.

It grants concession in tuition fees and scholarships.

GURUDAYAL COLLEGE, KISHOREGANJ, MYMENSINGH

First Affiliation, 1943.

The Kishoreganj College was first affiliated in 1943. The College received a donation of Rs. 48,001 in 1945 from Gurudayal Sarkar and Krishnadayal Sarkar and changed the name of the College as aforesaid. It was granted affiliation up to B.A. from 1945.

ASANSOL COLLEGE, ASANSOL

First Affiliation, 1944.

The College housed at present in a rented building, was at first started as a second grade college in 1944 and was subsequently raised to the status of a first grade college in July, 1947. A. K. Raha made a donation of Rs. 50,000 for the College. Other donations from the people of the locality were received.

It was affiliated up to the Intermediate Science standard in 1945. The Institution has got its laboratories, library and hostels and has also extra-curricular activities.

It grants stipends, scholarships and concession in tuition fees.

KUMUDINI COLLEGE, TANGAIL

First Affiliation, 1944.

R. P. Saha of Tangail made a princely donation of Rs. 2,16,000/- for starting a Girls' College at Tangail and became the Founder-President of the College which was named after his mother. The College was actually started in 1943 and was affiliated to the I.A. standard in 1944. The girls who stayed in the hostel did not have to pay anything at all—all the hostel expenses being borne by the donor, R. P. Saha.

MALDA COLLEGE, MALDA, WEST DINAJPUR

First Affiliation, 1944.

This College was established in 1944. The College was affiliated to the I.A. standard in 1944. The importance of the College increased after the partition of Bengal. Its affiliation was extended to the B.A. and I.Sc. standards in 1947 and 1948 respectively. Its own building has been constructed with a fairly well-equipped laboratory and a library in a plot of land measuring about 52 bighas at the crossing of the highway and the Rajmahal Road.

The College has recently been taken over by the Government of West Bengal as a Government sponsored College.

NOWGONG COLLEGE, ASSAM

First Affiliation, 1944.

The sudden closing down of the Cotton College, Gauhati, during the last war helped the people of Nowgong to start a College there. The College received its first affiliation to the I.A. standard in 1944. Affiliation was extended up to the I.Sc. standard in 1947.

RAJENDRA KUMAR GIRLS' COLLEGE, KHULNA

First Affiliation, 1944.

Rai Mahendra Kumar Ghosh Bahadur of Khulna, the chief donor, applied in 1942, for the affiliation of a Girls' College in the

town. The College was already in existence but was not affiliated. The first Girls' College in this town was named after the grand-uncle of the chief donor. It received affiliation up to the I.A. standard in 1944.

SUNAMGANJ COLLEGE, SYLHET

First Affiliation, 1944.

The College was affiliated to the I.A. standard from 1944. It was housed in the local town-hall. Subsequently the College received extension of affiliation in some other subjects to the I.A. standard and also to the I.Sc. standard from 1945.

SETH TOLARAM GIRLS' COLLEGE, NARAYANGANJ, DACCA

First Affiliation, 1945.

In 1945 Mr. Madanlal Saraogi of Messrs Tolaram Nathumall made a donation of Rs. 25,000/- in cash and about a lakh of rupees in land and a two-storeyed building, on condition that the College be named after his father as Seth Tolaram Girls' College. It was affiliated to the I.A. standard from 1945.

BALLYGUNGE GIRLS' INSTITUTION, CALCUTTA
(NOW MURALIDHAR GIRLS' COLLEGE, CALCUTTA)

First Affiliation, 1945.

The College was opened on the 8th July, 1940 as an annexe to the Ballygunge Girls' School founded by Muralidhar Banerjee, M.A., sometime Principal of the Sanskrit College, Calcutta. The War hampered its development and it was almost facing extinction when the residents of the locality with considerable sacrifice, collected donations to rehabilitate it and the College was affiliated to the University in 1945. In 1946 Sobhamay Banerjee, son of the founder of the school, donated Rs. 10,000 to the combined institution, which was then named after the founder, Muralidhar Banerjee.

The College is housed in the school building with necessary additions to suit its requirements and has a Botanical Laboratory and a library.

It was affiliated up to the B.A. standard in 1948.

DARRANG COLLEGE, TEZPUR

First Affiliation, 1945.

This was the first college in the district of Darrang, a frontier District of Upper Assam and was affiliated to the Calcutta University in 1945 up to the I.A. standard.

NALBARI COLLEGE, KAMRUP, ASSAM

First Affiliation, 1945.

It was started as a second grade college with a modest sum raised by the people of Nalbari and was affiliated to the Calcutta University up to the I.A. standard in 1945.

RAMANANDA COLLEGE, BISHNUPUR, BANKURA

First Affiliation, 1945.

This College was established in 1945 to commemorate the memory of Ramananda Chatterjee, the well-known journalist and litterateur. It owes its foundation to the donations from several public spirited gentlemen of the locality. R. N. Chakravorty, a merchant of the locality, who took the initiative made a gift of Rs. 25,000/-, the Kolay family of Bishnupur contributed Rs. 35,000/- and A. K. Bhattacharyya of the Bishnupur Bhattacharyya family paid Rs. 10,000/-.

It has got its big building which has been newly built, its laboratories and library and a hostel. The Government of West Bengal sanctioned Rs. 80,000/- for the construction of the buildings.

It is affiliated up to the I.A., I.Sc. and B.A. standards of the Calcutta University and has got extra-curricular activities.

It grants stipends and scholarships to deserving students.

SETH ANANDARAM JAIPURIA COLLEGE, CALCUTTA

First Affiliation, 1945.

The munificence of the members of the Jaipuria family of Calcutta made it possible to establish the College in the name of

their ancestor, Seth Anandaram Jaipuria, a leading industrialist and a public spirited religious gentleman of his time. The College was opened in December 1945 and is affiliated to the I.A., B.A. (Pass & Hons.) and B.Com. standards of the Calcutta University.

It has its commodious building, and a good library and extra-curricular activities.

It grants a number of stipends and scholarships to poor and meritorious students.

BERHAMPORE GIRLS' COLLEGE, BERHAMPUR, WEST BENGAL

First Affiliation, 1946.

The College was established through public subscription which amounted to Rupees one lakh and eighty thousand of which Rs. 50,000/- was paid by Surendranarayan Sinha.

It was granted affiliation up to the I.A. standard in 1946 and afterwards to the B.A. standard. The affiliation of I.Sc. classes was received in 1951.

The College is located in a well-equipped building in the centre of the town and purchased its own building at a cost of Rs. 1,25,000/-. The Government made a building grant of Rs. 50,000/-.

It has its laboratories, library and an attached hostel.

CHANDPUR COLLEGE, TIPPERAH

First Affiliation, 1946.

The Comilla Victoria College was allowed to open a branch at Chandpur in the emergency period during the War. After the War ended, the people of Chandpur collected Rs. 1,34,500 besides a plot of land for a new college. The College obtained affiliation to the I.A. standard in 1946. The first-year class was started in its own building.

DHANAMANJARI COLLEGE, IMPHAL, MANIPUR STATE

First Affiliation, 1946.

The College was named after Her Highness the Maharani of Manipur and it was affiliated to the I.A. standard from 1946. It

received extension of affiliation to the B.A. standard from 1948. From the same year Manipur State took over the entire management of the College. Though all other colleges in Assam went under the Gauhati University from 1st January, 1948, Dhanamanjari College opted to go under that University from 1949-50 and the jurisdiction of the Calcutta University over the College ceased thereafter.

DHUBRI COLLEGE, ASSAM

First Affiliation, 1946.

This College was affiliated to the University for the first time up to the I.A. standard in 1946.

JAMALPUR COLLEGE, MYMENSINGH

First Affiliation, 1946.

The leading men of the sub-division of Jamalpur raised Rs. 21,000/- for the purpose of a college. Subsequently funds were raised to the extent of Rs. 60,000/-. Haji Asshek Mohammad Talukdar donated Rs. 40,000 and the Collector of Mymensing sanctioned ninety-five bighas of Khasmahal land for the purpose of the College. The College was granted affiliation to the I.A. standard from 1946.

KARIMGANJ COLLEGE, SYLHET

First Affiliation, 1946.

This College was founded to meet the requirements of the people of Karimganj sub-division and its funds exceeded Rs. 75,000/-. It was affiliated to the I.A. standard from 1946 and to the I.Sc. standard from the next year.

DIBRUGARH COLLEGE, DIBRUGARH

First Affiliation, 1946.

This College was started in 1946 as a second grade college with generous donations from the public. It started with first year I.A. class only in 1946 and obtained affiliation in the same year. Hanumandas Kanoi donated Rs. 10,000/- for the College library.

MAHISADAL RAJ COLLEGE, MAHISADAL, MIDNAPORE

First Affiliation, 1946.

To obviate the difficulties of the students of the Tamluk sub-division, the proprietors of the Mahisadal Raj Estate decided to open a college in this sub-division. Affiliation up to the I.A standard of the Calcutta University was granted in 1945.

The College was at first started in the Mahisadal Raj H.E. School. The building cost Rs. 1,40,000 which was borne by the Mahisadal Raj Estate. The Estate also made a donation of Rs. 25,000/- when the College was first started. The College was opened by K. N. Katju, Governor of West Bengal, on January 3, 1949. It was granted extension of affiliation in Commercial subjects up to I.A. standard and to the B.A. standard in 1948.

With effect from June 1956 the Government of West Bengal has taken over the College as a Government sponsored one.

It has a well-equipped library and has its extra-curricular activities and also a number of stipends and scholarships.

MANMOHINI INSTITUTE OF SCIENCE & TECHNOLOGY HEMAITPUR, PABNA

First Affiliation, 1946.

To give a shape to the idea of having a college of Science & Technology the authorities of Pabna Satsang acquired several acres of land in the village of Hemaitpur and sought affiliation of the University up to the I.Sc. standard, which was granted in 1946.

AMTA RAMSADAY COLLEGE, AMTA, HOWRAH

First Affiliation, 1946.

With the object of meeting local demand for higher education, the Institution was started at Amta in 1946 by Panchanan Chongdar with a donation of Rupees one lakh and was named after Ram Saday Chongdar, the father of the donor.

The College secured affiliation up to the I.Sc. and B.A. standards from session 1949-50.

A Science Block was constructed at a cost of over Rs. 1,04,500/- under the Government of West Bengal Dispersal Scheme. It has been granted affiliation to the B.Sc. standard.

It has extra-curricular activities and students participate in various kinds of games.

SATKHIRA COLLEGE, KHULNA

First Affiliation, 1946.

The low income of the people of Satkhira precluded the boys of the sub-division from joining a college elsewhere. So the influential men of the place raised a donation of Rs. 75,000/- and constructed a first floor on the local School building for college purposes. The College was granted affiliation to the I.A. standard from 1946.

CHARUCHANDRA COLLEGE, CALCUTTA

First Affiliation, 1947.

The College was established on 1st October, 1947 after the name of Charuchandra Chatterjee by the members of his family, with a donation of Rs. 70,000, the most prominent among them being Devaprasad Chatterjee, the Secretary, and Kumudchandra Chatterjee, the Treasurer, of the institution. Since its inception the College has been allowing co-education and since July 1951 a separate morning section exclusively for girls has been opened. It provides instruction in Arts, Science and Commerce. The College was first affiliated to the I.A. standard in 1947. In 1948 the College was affiliated to the I.Sc., B.A. and B.Com. standards.

The College is located in south Calcutta in a commodious two-storeyed building with laboratories and library and has got many extra-curricular activities. Free and half-free studentships are allowed to poor meritorious and refugee students.

HOWRAH GIRLS' COLLEGE, HOWRAH

First Affiliation, 1947.

The College has grown out of Bhabani Balika Vidyalaya, a secondary school for girls at Sibpur, Howrah. The Intermediate

classes were opened in 1947-48 and are held in the morning. In 1949-50 the College secured affiliation up to the B.A. standard and it was removed to the premises formerly occupied by St. Thomas' School, Howrah.

GOBARDANGA HINDU COLLEGE, GOBARDANGA

First Affiliation, 1947.

This College was founded in 1947 and has been raised to a first grade college and is affiliated to the Calcutta University up to I.A., I.Sc., B.A. & B.Sc. standards. It has a big building with a well-equipped laboratory and a hostel within the college compound. It has a number of extra-curricular activities and grants liberal concession to poor and meritorious students.

MAHARAJAH BIR BIKRAM COLLEGE, AGARTALA, TRIPURA

First Affiliation, 1947.

This College, named after His Highness Maharaja Bir Bikram Kishore Manikya Bahadur of Tripura, was started in 1947 as a Government Institution maintained and financed by the Government of Tripura. The foundation of the College was a part of the scheme known as the "Vidyapattan Scheme" which the Maharaja adopted for the spread of higher education in his State, but could not give effect to it on account of the War. After the death of the Maharaja, Her Highness the Maharani Kanchan Prova Devi founded the College, to give a material shape to her husband's desire. The College is now under the care of the Central Government. The College is affiliated to the I.A., I.Sc., B.A., B.Sc. and B.Com. standards of the University.

RISHI BANKIM CHANDRA COLLEGE, NAIHATI

First Affiliation, 1947.

The College, named after Bankim Chandra Chatterjee, the famous novelist and housed at present in a building built on the plot of land used by him as his own garden, was started in 1947 by some energetic

and influential persons of the locality. In 1951 a new building for the science classes was built with funds available under the Dispersal Scheme of the West Bengal Government. Since August 1948 classes are being held both in day and night shifts. Night shift is meant for B.Com. and I.A. (Com.) classes only. During the day I.A. and I.Sc. classes are held. Co-education is allowed only in the day shift.

Besides its building, the college has a laboratory and a good library.

WOMEN'S CHRISTIAN COLLEGE, CALCUTTA

First Affiliation, 1947.

The College was started in July 1945 with I.A. classes. Gradually second, third and fourth year classes were opened. All the Arts subjects are taught except Mathematics.

It is located in a rented building belonging to the London Mission at Kalighat, which has been purchased for the College. The College has a library and attached hostel. It has also some extra-curricular activities.

DINABANDHU MAHAVIDYALAY, BONGAON

First Affiliation, 1947.

This College is built on the river Ichamati, on a land which is a free gift from Md. Haresuddin, Md. Abul Hossain, Md. Toffazzal Hossain and Md. Kathu Mallick. It was established in January 1948 to meet the demands for higher education in the locality and of refugee students who migrated in large numbers from East Pakistan to this border town. Sudhin Chatterjee made a donation of Rs. 10,000/- for the development of the College. In consonance with the policy of the Government of West Bengal to disperse congestion of students from Calcutta to Mofussil colleges the Government have sanctioned grants of Rs. 86,000/- and a loan of Rs. 42,500/- for the College. It has an excellent library, laboratories and attached hostel.

It is affiliated to the I.A. and I.Sc. standards of the Calcutta University.

BASIRHAT COLLEGE, BASIRHAT

First Affiliation, 1947.

The College was formally opened on the 16th Nov., 1947 and received permission to present candidates for the I.A. examination in 1949. It has a library and a suitable building is in course of construction.

LAKE MEDICAL COLLEGE, CALCUTTA

First Affiliation, 1948.

It was opened on a temporary basis in April, 1947 by the Government of India, for the training of ex-Army Medical Licentiates undergoing condensed M.B.B.S. course, from June, 1947. The College was closed down in June 1952.

CALCUTTA NATIONAL MEDICAL INSTITUTE, CALCUTTA

First Affiliation, 1948.

It is an amalgamation of the National Medical Institute and the Calcutta Medical Institute, the two non-sectarian medical schools in Calcutta. The Institute was a section of the Gauria-Sarba-Vidyayatan started by Chittarnjan Das, with a nucleus of Rs. 15,000 from the 'Tilak Swaraj Fund'. In 1930 the then Government of Bengal made a grant of Rs. 4,00,000 to the Institute. It is situated on a big plot of land made over to the Institute by the Corporation of Calcutta on a lease for ninety-nine years. Further grants have been received from the Central and State Governments for its expansion and improvement. It is affiliated to the M.B.B.S. of the University.

It has its laboratories, library, museums and grants stipends and scholarships.

NILRATAN SIRCAR MEDICAL COLLEGE, CALCUTTA

First Affiliation, 1948.

The Campbell Hospital was opened in July, 1867. In 1873 the Hospital was attached to the newly established Medical School, known as Campbell Medical School.

The Campbell Medical School was converted into a College and named after the renowned physician, Nilratan Sircar, from 1st July, 1948 and was affiliated to the University in that year. It was affiliated to the Final M.B.B.S. standard in July, 1950.

VIDYASAGAR COLLEGE, SURI, BIRBHUM

First Affiliation, 1948.

The College was started in March, 1942 as a branch of the Vidyasagar College, Calcutta and obtained separate affiliation in 1948. A. R. Mukherjee made a gift of 6 bighas of land to the College. It received a grant of Rs. 84,600 from the Government of West Bengal under the Dispersal Scheme and a further sum of Rs. 56,000 from the Relief and Rehabilitation Department of Government as a loan.

The College is housed in a big building with laboratories, library and hostels. It has got extra-academic activities and grants concessions to deserving students.

It is affiliated in I.A., I.Sc. and B.A. standards of the Calcutta University.

DARJEELING GOVERNMENT COLLEGE, DARJEELING

First Affiliation, 1948.

This College was started in 1948 mainly to meet the needs of the educationally backward hill tribes of the locality as a second grade college and was subsequently raised to the B.A. standard in 1950. It is located in the former St. Michael's school and has laboratories, library and hostels for both boys and girls. It has extra-curricular activities and is affiliated to the I.A., I.Sc., B.A. and B.Sc. standards of the Calcutta University. It grants a large number of stipends and scholarships to the students of the educationally backward classes out of the funds received from the State and Central Governments for the purpose.

KATWA COLLEGE, KATWA, BURDWAN

First Affiliation, 1948.

The people of Katwa approached the University for affiliation of a college there. In July 1948 the College was started. The

Director of Public Instruction, West Bengal, included this College in the Dispersal Scheme and grants for building, furniture and equipment were sanctioned.

The College consists of two buildings, two hostels and a library. It has extra-curricular activities and grants stipends and scholarships.

It is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

ULUBERIA COLLEGE, ULUBERIA, HOWRAH

First Affiliation, 1948.

The College first secured affiliation in Arts only and when included in the Dispersal Scheme of the Government of West Bengal in 1950 it received a grant of Rs. 49,000/- for the teaching of Intermediate Science course.

SYAMSUNDER COLLEGE, BURDWAN

First Affiliation, 1948.

The College was started with affiliation up to the I.A. & I.Sc. standards (including commercial subjects). It was later affiliated up to the B.A. standard.

The College has its own building, laboratories, library and hostels.

It has also got extra-curricular activities.

NETAJI SUBHAS COLLEGE, CALCUTTA

First Affiliation, 1948.

The College was started under the auspices of the Subhas Institute of Culture in 1948. Sarat Chandra Bose was its Founder-President.

The college was affiliated to the I.A. and B.A. standards of the Calcutta University.

GARBETA COLLEGE, MIDNAPORE

First Affiliation, 1948.

The College was started as a second grade Arts college and obtained affiliation in 1948. The Science section was opened in 1950.

The College building is situated on an extensive plot of land with laboratories, library and hostels in rented houses. It has extra-curricular activities and grants stipends and scholarships.

SANTIPUR COLLEGE, NADIA

First Affiliation, 1948.

The College was founded in 1948 and functioned in its own building situated on a plot of land comprising about 50 bighas. The College is included under the Dispersal Scheme of the Government of West Bengal and received Government grants (Central and State) to the extent of Rs. 2,00,000/- for extension of buildings, library, furniture and for the Science department.

It is affiliated up to the Intermediate, B.A. & B.Sc. standards.

NABADWIP VIDYASAGAR COLLEGE, NADIA

First Affiliation, 1948.

This College was established in March, 1942, as a branch of the Vidyasagar College, Calcutta and was invested with independent status in 1948, having a separate Governing Body of its own. The women's section in the morning was opened and permission to continue I.A. and B.A. classes in the morning was granted by the University from the session 1952-53.

The authorities of the College have secured a long term lease for the lands and buildings of the College. The College has hostels and extra-curricular activities. It is affiliated to the I.A., I.Sc. and B.A. pass standards of the Calcutta University.

FAKIRCHAND COLLEGE, DIAMOND HARBOUR, 24 PARGANAS

First Affiliation, 1948.

The College was formally opened on the 27th August, 1948 and named after the father of Jagadish Ch. Halder who offered a donation of Rs. 25,000/- for the College. Classes were at first held in the School building of the Diamond Harbour High School in the morning. The College has now a separate building of its own.

It has a library and has also got extra-curricular activities. It is affiliated to the I.A. standard of the Calcutta University. Extension of affiliation up to I.Sc. in 1954 and B.A. in 1956 has been granted.

NETAJI MAHAVIDYALAYA, ARAMBAGH, HOOGHLY

First Affiliation, 1948.

The College, situated on the river Darkeshwar, was established in 1948 by the untiring efforts of some patriotic people of the locality. It has got its new building, laboratory and library and hostels and is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

RAIGANJ COLLEGE, WEST DINAJPUR

First Affiliation, 1948.

As the only college in Dinajpur fell within Pakistan after the partition of August 1947, there was a great necessity for a college in the Indian portion of the District. An Intermediate College was therefore established here with the untiring efforts of the public and the Government. The local Ghosh family of Barabasha made a gift of ten bighas of land for the College and the Rehabilitation Department of Government granted a sum of Rs. 44,000/-. The College has its own building and there is a library and hostel. The College has also got extra-curricular activities.

The College was affiliated up to the I.A. standard of the Calcutta University in 1948, and to the I.Sc. and B.A. standards in 1953.

TAMRALIPTA MAHAVIDYALAY, TAMLUK

First Affiliation, 1948.

The Mahavidyalaya situated on the bank of the Rupnarayan, was established in Tamralipta which was a great centre of learning and culture in ancient times. It enjoys Government support and received about two lakhs of rupees from the Government of West Bengal. The Institution has got separate arrangement for the teach-

ing of girls in the morning. It has got a separate Science block, laboratories, library and a hostel. It has also extra-curricular activities and is affiliated up to the I.A., I.Sc. and B.A. standards of the Calcutta University.

BANKURA SAMMILANI COLLEGE, BANKURA

First Affiliation, 1948.

The College was founded by the Bankura Sammilani in 1948 with affiliation up to the I.Sc. standard, with a view to upgrading the Medical School, which it has long been running, to the status of a Medical College. It is also affiliated to the I.A. standard.

It has its own building, hostel and a library. It has also got extra-curricular activities.

[*Vide* Bankura Sammilani Medical College, Bankura, page 111 hereafter]

BALURGHAT COLLEGE, WEST DINAJPUR

First Affiliation, 1948.

An Arts college was opened in 1948 in this locality after the partition of Bengal, when there was an influx of Hindus from the adjoining areas of East Dinajpur, Bogra, Rangpur and the neighbourhood which have fallen within Pakistan. The Science department was opened in 1950 under the Dispersal Scheme of the Government.

It has not got its own building but has got its laboratories, library and hostel. It is affiliated up to the I.A., I.Sc., B.A. and B.Sc. standards of the Calcutta University.

SIBPUR DINABANDHU COLLEGE, HOWRAH

First Affiliation, 1948.

This College has grown out of one of the oldest secondary schools in the town of Howrah, viz., Sibpore Dinabandhu Institution, which was founded in 1874.

The College was started in 1948 when affiliation up to the I.A. and I.Sc. standards was granted by the University and to the B.A. and B.Com. standards in 1949-50.

There are a good laboratory and a library attached to the College and also facilities for practical work. The College grants stipends and scholarships.

SRIPAT SINGH COLLEGE, JIAGANJ, MURSHIDABAD

First Affiliation, 1949.

This College founded at first as a second grade college in 1949, was named after Sripat Singh Dugar, a multi-millionaire landlord of Jiaganj, who made a gift of his palatial building and a donation of seventy-five thousand rupees. It was raised to the status of a first grade college and affiliated up to the B.A. standard in 1951-52.

Besides its buildings, the College has a well-equipped laboratory, a library and hostels for Hindus and Muslims. It has extra-curricular activities and grants a number of stipends and scholarships.

The Institution has been taken over by Government as one of their Sponsored Colleges, the founder having fulfilled the conditions that he would make a further donation of one lakh of rupees and endow a property fetching an annual income of Rs. 6,000/-, in favour of the college.

JHARGRAM AGRICULTURAL COLLEGE (JHARGRAM RAJ COLLEGE), MIDNAPORE

First Affiliation, 1949.

As the Certificate Course in Agriculture started by the University at Barrackpore in 1939, could not meet the needs for agricultural education of the province, the Jhargram Agricultural College was started in 1949 with I.Sc. (Agriculture), I.Sc. and I.A. classes and B.Sc. (Agriculture) classes in 1951, for the establishment of which the Raja of Jhargram made a gift to the University of large tracts of land measuring about 147 acres in and outside the town of Jhargram and a donation of rupees one lakh. The Khaira Professor of Agriculture of the University was for some time put in charge of the College and the Barrackpore Institute of Agriculture was transferred to Jhargram.

In 1953 the College was taken over by the Government of West Bengal from the University of Calcutta. The course of instruction

for the B.Sc. in Agriculture having been undertaken by the West Bengal State College of Agriculture, the Jhargram College now provides teaching for I.A., I.Sc. and I.Sc. (Agriculture).

The College has its buildings, laboratories, library and hostel and has extra-curricular activities.

KHARAGPUR COLLEGE, MIDNAPORE

First Affiliation, 1949.

The Kharagpur College came into existence with I.A. classes in 1949. In the following year Saleha Khatun, wife of Nasir Ali Khan, a local Zemindar, made a gift of 13.39 acres of land for the College and I.Sc. classes were started with grants from Government under the Dispersal Scheme. Women students are admitted if they reside in the town with their parents and guardians. B.Com. classes were started from 1953-54 and B.A. classes from 1956-57.

It has laboratories, library and hostel and has also got extra-curricular activities.

RANAGHAT COLLEGE, RANAGHAT, NADIA

First Affiliation, 1950.

The College was opened under the Dispersal Scheme and sponsored by Government. It has its own building with laboratories and hostel and is affiliated to the I.A. and I.Sc. standards of the Calcutta University.

BARISHA COLLEGE, BARISHA, CALCUTTA

First Affiliation, 1950.

The College was started in July, 1950 under the Dispersal Scheme of the West Bengal Government and is located in its own building. Co-education is permitted. The College has got extra-curricular activities. It is affiliated to the I.A. and I.Sc. standards of the University.

BARASAT GOVERNMENT INTERMEDIATE COLLEGE, BARASAT, 24 PARGANAS

First Affiliation, 1950.

This is an Intermediate College, affiliated in I.A., & I.Sc. standards and opened in 1950 under the Dispersal Scheme of the Government. It was meant for the local and the displaced students.

It has been shifted from the Barasat Government High school building to its new building and has now got its laboratories and library. It grants free and half free studentships to deserving students.

KANDI RAJ COLLEGE, KANDI, MURSHIDABAD

First Affiliation, 1950.

The College was sponsored by the Government of West Bengal under the Dispersal Scheme in 1950 with a capital grant of Rs. 80,000/- from the Government. The College is also being benefited by the endowment made by the Kandi-Paikpara Raj family, known as Kandi Raj School Endowed Estate, for the benefit of the Kandi Raj High English School, at Kandi, which was established by the Raj family as early as in 1859.

A permanent building for the College is in course of construction. It has laboratories, hostels and extra-curricular activities. It is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

JANGIPUR COLLEGE, MURSHIDABAD

First Affiliation, 1950.

The College was established in 1950 under the Government of West Bengal as a part of the Dispersal Scheme. It stands on a beautiful site overlooking the river Bhagirathi.

It is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

RAMPURHAT COLLEGE, BIRBHUM

First Affiliation, 1950.

Rampurhat College was established in August 1950 under the Dispersal Scheme of the Government of West Bengal. In addition

to a capital grant of Rs. 45,000/- for the construction of the College building it received large grants from the State for its maintenance.

It is affiliated up to the I.A. and I.Sc. standards and has got hostels for the students.

SILIGURI COLLEGE, SILIGURI, DARJEELING

First Affiliation, 1950.

The College was started in September 1950 under the Dispersal Scheme when the local High English school was raised to the status of an Intermediate College in Arts and Science. It has got its building, laboratories, library and hostel and also extra-curricular activities. It is affiliated up to the I.A. and I.Sc. standards of the Calcutta University and allows free and half-free studentships to 10% of its students.

BOLPUR COLLEGE, BIRBHUM

First Affiliation, 1950.

It is one of the Intermediate Colleges under the Dispersal Scheme of the Government and started functioning from July, 1950 in some of the rooms of the Bolpur H.E. School.

It has now got its own building, laboratories, library and hostels and is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

It has received Rs. 1,06,500 as capital grant and Rs. 35,000/- as maintenance grant from the Government of West Bengal.

BIJOY NARAIN MAHAVIDYALAY, ITACHUNA, HOOGHLY

First Affiliation, 1950.

The College was opened in July 1950 under the Dispersal Scheme of the Government. It is affiliated in I.A. and I.Sc. standards of the Calcutta University and has got an attached hostel.

RAMKRISHNA MAHAVIDYALAYA, KAILASHAHAR, TRIPURA

First Affiliation, 1950.

The College owes its origin to the local Ramkrishna Ashram. It is a development of the Students' Home started by the Ashram in 1929 and is now a Mahavidyalay in 1950 with affiliation up to the I.A. It was affiliated to the I.Sc. standard in 1951 and to the B.A. standard in 1953.

Besides its building which is situated in a lovely rural atmosphere, the College has its laboratories, library and a students' home as hostel. It has also got extra-curricular activities.

HOOGHLY WOMENS' COLLEGE, HOOGHLY

First Affiliation, 1950.

This College started in July 1949 under the Dispersal Scheme of the Government of West Bengal, began functioning from 1st August 1949 in a rented house and afterwards shifted to its new building in January 1952. The public of Hooghly contributed one lakh of rupees towards the construction of the College building.

It has got its own building, laboratory and hostel and has got extra-curricular activities.

It is affiliated up to the I.A. and B.A standards of the Calcutta University.

TAKI GOVERNMENT INTERMEDIATE COLLEGE, 24 PARGANAS

First Affiliation, 1950.

This College was established under the Dispersal Scheme of the Government of West Bengal and started working in the Taki Government High School premises. It has its laboratory, library and hostel and has also got extra-curricular activities.

It is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

The College offers stipends, half and full free-studentships on the basis of merit.

DUM DUM MOTIJHEEL COLLEGE, DUM DUM, CALCUTTA

First Affiliation, 1950.

The college was started in August, 1950 as an Intermediate College under the Dispersal Scheme of the Government of West Bengal, in a building on the Dum Dum Road.

It is affiliated up to the I.A. and I.Sc. standards of the Calcutta University.

ASANSOL MANIMALA GIRLS' COLLEGE, ASANSOL

First Affiliation, 1950.

This Intermediate College was started in June, 1950, under the Dispersal Scheme of the Government of West Bengal in the premises of the Manimala Girls' School. It is affiliated to the Calcutta University up to the I.A. and I.Sc. standards. It has a hostel and extra-curricular activities.

The College has its own buildings constructed over the Manimala Girls' School building.

PRASANNA DEB BALIKA MAHAVIDYALAYA, JALPAIGURI

First Affiliation, 1951.

The College came into existence as a result of a generous donation of Rs. 1,25,000/- from Rani Ashrumati Debi of Baikunthapur Raj Estate for the establishment of a women's college on condition that it was to be named after her departed husband Raja Prasanna Deb Raikat. The Institution is under the Dispersal Scheme of the Government of West Bengal.

The College began functioning from August, 1950, with affiliation to the I.A. standard in 1951. It is now affiliated up to the B.A. standard . It has also got extra-curricular activities.

GOENKA COLLEGE OF COMMERCE AND BUSINESS ADMINISTRATION

First Affiliation, 1951.

This College is the only Government Institution in West Bengal specialising in the teaching of Commerce and imparting commercial training to boys and girls.

Originally a limb of the Presidency College and as such linked up with the Calcutta University, this Institution was first reorganised as a separate entity at the instance of the Bengal Chamber of Commerce in 1905. It severed and shifted itself from its parent body in 1907 and bore the independent name of Government Commercial Institute. It re-established its old link with the Calcutta University in 1951 when it was affiliated to the B.Com. standard. Afterwards it assumed the name of Goenka College of Commerce after the Goenkas who made a gift to the College of the building at Bowbazar, which was formerly the premises of the Indian Association for the Cultivation of Science.

VIJAYGARH JYOTISH RAY COLLEGE, JADAVPUR

First Affiliation, 1951.

This College, founded in November, 1950, owes its origin to the initiative of the inhabitants of the Vijaygarh Refugee Colony in the southern suburbs of Calcutta. Uttama Sundari Dutta, the mother-in-law of late Jyotish Chandra Ray, after whom the College has been named, made a gift of Rs. 20,000/- for the establishment of the College. It teaches up to the Degree standard in Arts and the Intermediate standard in Arts (including Commerce) and Science.

SRIKRISHNA COLLEGE, BOGOOLA, NADIA

First Affiliation, 1952.

This College was originally started at Ramdia in Faridpur, in 1942-43. After partition it shifted to Bogoola, Nadia and began functioning in July, 1950. It is at present affiliated up to the I.A. standard of the Calcutta University.

CALCUTTA DENTAL COLLEGE

First Affiliation, 1952.

The Calcutta Dental College owes its origin to the efforts of R. Ahmed, the father of Dentistry in India. It was at first a private

Institution and was affiliated to the State Medical Faculty of Bengal. In 1950 Ahmed made a gift of this Institution to the Government of West Bengal, who took over the administration of the Institution. The Institution is affiliated to the B.D.S. degree examination of the Calcutta University.

BENGAL VETERINARY COLLEGE, CALCUTTA

First Affiliation, 1953.

The origin of the Bengal Veterinary College dates back to 1893. It was established by the Government of Bengal under the name of Kenneth Macleod Veterinary School and Sir Dinshaw Manockjee Petit Veterinary Hospital on the Belgachia Road about five miles from the Government House. The foundation stone was laid by Charles Elliot, the then Lieutenant Governor of Bengal, on 20th April, 1892 and it was formally opened on 10th January, 1894. In 1899 the Institution was raised to the status of a college leading to a Diploma Course of three years. In 1953 the College was affiliated to the University in the Degree Course (of four years) in Veterinary Science.

The College has several departments including Animal Husbandry, Veterinary Pathology, etc. It has got its own building, a good library and hostels for residence of students and hospitals for animal.

RASTRAGURU SURENDRANATH COLLEGE, BARRACKPORE

First Affiliation, 1954.

This College was founded in 1952 as an unaffiliated institution for women only under the name and style of Barrackpore Women's College. In 1953 it changed its name to Barrackpore College and was affiliated to the I.A. standard in 1954. The name was subsequently changed to Rastraguru Surendranath College, after Surendranath Banerjee, the great national leader, who was a native of Barrackpore. It is a co-educational institution.

The College classes are held in a hired building and 53% of the total number of students are girls. It serves the needs for the refugee families in and around Barrackpore.

WEST BENGAL STATE COLLEGE OF AGRICULTURE

First Affiliation, 1954.

The West Bengal State College of Agriculture was started in August, 1952, in a rented building at Tollygunge. The teaching work started from 25th of August. The College though housed in a hired building will soon find its place in a big building at Haringhata, about 40 miles from Calcutta where it is being constructed through the munificence of G. D. Birla. The College teaches a Degree course in Agriculture of three years' duration after the Intermediate Science stage. It also provides for a short course of agriculture training to selected Primary School Teachers deputed by the Education Department, as also for farmers' sons.

INSTITUTE OF EDUCATION FOR WOMEN, CALCUTTA

First Affiliation, 1954.

The Institute of Education for women was affiliated to the B.T. Degree of the Calcutta University on the 1st. July, 1954. It is the women's section of the David Hare Training College, established as an independent Women's College under the new name. The College is accommodated at Hastings House, the old "Country Seat" of Warren Hastings, constructed in 1774. It has a nursery school attached to it.

MAHARAJADHIRAJ UDAYCHAND COLLEGE OF WOMEN, BURDWAN

First Affiliation, 1955.

This is a sponsored College for women set up under the Development Scheme of the Government of West Bengal and located in the "Mobarak Mangil", the palace of the Maharajadhiraja of Burdwan, who made a free gift of it to the College. Government accorded their approval to the establishment of the College from the academic session of 1955, on a grant-in-aid basis. It has provision for Art courses for the present up to B.A. standard.

CHITTARANJAN SEVA SADAN, CALCUTTA

First Affiliation, 1955.

Chittaranjan Seva Sadan is a memorial to the late Deshbandhu Chittaranjan Das. With a view to giving relief to the suffering women of Bengal and to give them education so as to render them effective citizens of the country, Deshbandhu dedicated his whole property and created a Trust in 1924. After his death the hospital for women was established under the guidance and inspirations of Mahatma Gandhi and was opened by Pandit Motilal Nehru in his house on 14th April, 1926. A children's hospital was also opened there by Mahatma Gandhi on 14th April, 1936. The Chittaranjan Cancer hospital, a sister institution under Deshbandhu Memorial Trust was opened by Mme. Joliot Curie on 12th January, 1950. Chittaranjan Seva Sadan became a recognised institution in 1949 under the Calcutta University for post-graduate teaching for the Diploma course of Obstetrics and Gynaecology (D.G.O.). In 1955 it became affiliated to the Calcutta University for D.G.O. and D.C.H. courses and for training students for D.Phil. and M.O. examinations.

Since 1953 the Institution is collaborating with All-India Institute of Hygiene and Public Health for D.M.C.W. course and also for Public Health Nursing.

DESBANDHU COLLEGE FOR GIRLS, CALCUTTA

First Affiliation, 1955.

Desbandhu Balika Vidyalaya was founded in 1935 and college classes were started in the morning in the school premises. The College was granted affiliation to the Calcutta University up to the I.A. standard since 1955.

SHRI SIKSHAYATAN (COLLEGE DEPARTMENT), CALCUTTA

First Affiliation, 1955.

This Institution was started by the Marwari Balika Vidyalaya Trust, and was affiliated to the I.A. standard of the Calcutta University from 1955-56. It is housed in a big building at Chittaranjan Avenue, Calcutta, and has got a good library.

SETH SOORAJMULL JALAN GIRLS' COLLEGE, CALCUTTA

First Affiliation, 1955.

This Institution was founded in 1954 under the auspices of Seth Soorajmull Jalan Trust and was affiliated to the I.A. standard of the Calcutta University from the session 1955-56. It is housed in a big building at Chittaranjan Avenue, Calcutta, and has got a good library.

GOVERNMENT TRAINING COLLEGE, HOOGHLY

First Affiliation, 1955.

This College was founded in 1955 under the Development Scheme of the Government of West Bengal for training of graduate teachers for Secondary Schools and was affiliated to the Calcutta University in the same year. It is housed in the Old Basic Training School, Hooghly and has provision for 100 trainees, with attached hostel accommodation for 70 boarders. Its departments are well-equipped with up-to-date teaching aids and appliances, work-materials etc. No tution fee is charged from the students. Each one who is deputed to undergo training gets a deputation allowance. Fifty per cent of the students get stipends of Rs. 40/- per month, perference being given to non-deputed teachers and outsiders.

BANKIM CHANDRA SARDAR MAHAVIDYALAYA TANGRAKHALI, 24 PARGANAS

First Affiliation, 1955.

The College was established in July, 1955 to meet the increasing demand for higher education among students of the scheduled castes of the locality and was named after Sri Bankim Chandra Sardar, who made a cash donation and a gift of three hundred and twenty bighas of land for the establishment of the College.

BANKURA SAMMILANI MEDICAL COLLEGE, BANKURA

First Affiliation, 1956.

This College was affiliated in June, 1956 for the First M.B.B.S. course and started on the 6th August, 1956. It owes its origin and development to "Bankura Medical School and Hospital" which again grew out of "Bankura Sammilani"—a philanthropic non-political Association of the town. This Association carried on various works of social service. It started a Medical School to

provide cheap medical relief to the people of the town, to meet the demand for qualified medical practitioners and to spread medical education. The Sammilani, in order to utilize the assets of the Medical School, pooled all their resources and with the help from the public took up the scheme of starting a Medical College on the foundation of the Medical School. This Institution was first affiliated to I.Sc. standard and I.Sc. classes were started in June, 1948.

KHUDIRAM BOSE CENTRAL COLLEGE, CALCUTTA

First Affiliation, 1956.

In 1894 Central College was founded by the late Principal Khudiram Bose with affiliation up to the I.A. standard. In 1926 the affiliation ceased. In 1956 the present College has been started and named after Principal Khudiram Bose and has obtained affiliation from the University to teach up to the I.A. standard. It owns a big building, a good library and encourages extra-curricular activities.

SREECHAITANYA COLLEGE, HABRA

First Affiliation, 1956.

This College was opened on the 2nd August, 1956. Affiliation up to the Intermediate standards in Arts, Science and Commerce has been granted to it by the University of Calcutta. Classes are held in the morning in Habra Boys' H. E. School building. A gift of 24 bighas of land has been made by the Government of West Bengal to enable the College to construct its own building.

NARKELDANGA GOOROODASS COLLEGE, CALCUTTA

First Affiliation, 1956.

This College was started in July, 1956 in pursuance of the Dispersal Scheme of the Government of West Bengal, to remove growing congestion in Calcutta colleges. It is affiliated to the I.Sc. and B.A. standards. Classes are held in the morning in Dr. Syamaprasad Mookerjee Institution and the College expects to shift to its own building in a few months.

BRAHMANANDA KESHABCHANDRA COLLEGE, 24 PARGANAS

First Affiliation, 1956.

This College was started in 1956 by the State Government as a Government Sponsored Institution. It received affiliation of the

Calcutta University up to the I.A., I.Sc., B.A. standards in 1956. At present classes are held in the Kamarhati Sagar Dutt Free H. E. School in the morning. Its library is moderately stocked, and stipends and scholarships are liberal.

DINABANDHU ANDREWS COLLEGE, 24 PARGANAS

First Affiliation, 1956.

This is a first grade College in Arts and Science, set up by the Government of West Bengal in 1956, under the Development Scheme chiefly for the education of displaced students from East Pakistan.

SAROJINI NAIDU COLLEGE FOR WOMEN, DUM DUM

First Affiliation, 1956.

This Institution named after Srimati Sarojini Naidu, is a women's college under the dispersal Scheme of the Government of West Bengal. Seventy percent of its roll strength are displaced students.

There are here a Students' Aid Fund, Canteen arrangements, excursion facilities and a College Union.

DINHATA COLLEGE, DINHATA, COOCH-BEHAR

First Affiliation, 1956.

This Institution was started in 1956 and obtained affiliation of the Calcutta University up to the I.A. standard in July of the same year. Classes are held in the building of Dinhata High School. Ten bighas of land have been secured for the construction of the College building. The College was established to meet the demand for imparting collegiate education to the boys and girls of the displaced persons from East Pakistan.

VISVA-BHARATI
SANTINIKETAN, BIRBHUM

Recognised in 1926 under Sec. 7, Chapter XVI of the Regulations (Under Indian Universities Act, 1904).

Visva-Bharati at Santiniketan was founded by Rabindranath Tagore. It grew out of the school started by the Poet in the year

1901, on the foundation of the "Santiniketan Asram" which owed its inception to his father, Maharsi Debendranath Tagore. The ideal represented in this Institution is best described in the following words of the Poet: "All that is great and true in humanity is ever waiting at our gate to be invited. Visva-Bharati is India's invitation to the world, her offer of sacrifice to the highest truth of man."

The Institution was recognised by the University in 1926 for sending up candidates for the University Examinations under Sec. 7, Chapter XVI of its Regulations. They appeared at the examinations always as non-collegiate students. The Institution was recognised for the I.A., I.Sc., and B.A. examinations till 1951, when it grew up to a separate University under the Central Government.

THE INSTITUTE OF CHILD HEALTH, CALCUTTA

Recognised under Chapter XLIX-F of the University Regulations, 1956.

This Institute is an academic body, established and administered by a voluntary society, "The Institute of Child Health Trust", registered under Act XXI of 1860. It is a professional college, recognised by the University of Calcutta, for training of medical graduates in various aspects of pediatrics. It is comprehensive enough to include the promotion of health, prevention of disease, cure of disease, teaching and research under one roof. Through the preventive department infants are cared for in the day nursery. Their physical well-being, their feeding etc. form an important part of the daily routine. Their psychological and educational problems play a dominant role. Kindergarten methods are followed, which offer a good nursery education. The mental growth, ability and aptitude of the child are carefully observed. Adequate facilities have been provided in the form of laboratories, museum, library etc. for the post-graduate students to obtain an insight into modern medical technology, and also to have access to vast clinical material for systematic study and research. The teaching programme includes training for the D.C.H. course, and provides facilities for the preparation of those who go in for the D.Phil (Med.) and M.D. degrees.

This is the only Institute in India for higher training in pediatrics.

A STATEMENT OF SCHOOLS AND COLLEGES UNDER THE UNIVERSITY OF CALCUTTA IN 1903

I.

Number of schools in 1903 recognised by the Calcutta University together with the names of districts and States in which they were situated, showing the jurisdiction of the University immediately before the Indian Universities Act, 1904 (Act VIII of 1904)

(Total No. of schools—745)

ASSAM		
District		
Darrang	...	1
Goalpara	...	3
Kamrup	...	3
Khasi & Jaintia Hills	...	3
Lakhimpur	...	1
Nowgong	...	1
Sibsagar	...	6
Shillong	...	1
Sylhet	...	7
Cachar	...	1
Total	...	27

BENGAL		
District		
Backerganj	...	18
Bankura	...	10
Birbhum	...	7
Bogra	...	3
Burdwan	...	27
Chittagong	...	8
Chittagong Hill Tracts	...	1
Dacca	...	40
Darjeeling	...	5
Dinajpur	...	1
Faridpur	...	20
Howrah	...	25
Hughli	...	36
Jalpaiguri	...	1
Jessore	...	20
Khulna	...	16
Midnapore	...	14
Murshidabad	...	16
Mymensingh	...	17
Nadia	...	26
Noakhali	...	4
Pabna	...	19
Rajshahye	...	7
Rangpur	...	7
Tipperah	...	16
24 Parganas	...	32
		396
Calcutta	...	75
Total	...	471

BIHAR

District		
Bhagalpur	...	10
Darbhanga	...	4
Gaya	...	4
Maldah	...	3
Matihari	...	1
Monghyr	...	7
Mozufferpur	...	5
Patna	...	17
Purneah	...	3
Saran	...	5
Shahabad	...	6
Santhal Parganas	...	4
Total	...	69

BURMA

District		
Akyub	...	1
Bassein	...	2
Mandalay	...	4
Minbu	...	1
Moulmein	...	4
Prome	...	1
Rangoon	...	10
Total	...	23

CASHMERE

District		
Cashmere	...	2

CENTRAL INDIA

District		
Bophal	...	1
Barwani	...	1
Bundelkhund	...	2
Dhar	...	1
Indore	...	6
Mhow	...	2
Jodhpur	...	1
Rajputana (Jaypur)	...	1
Sehore	...	1
Ujjain	...	1
Total	...	17

CENTRAL PROVINCES

District		
Chanda	...	1
Hosengabad	...	1
Jabalpur	...	2
Kampti	...	2
Nagpur	...	6
Nava Estate	...	1
Raipur	...	1
Sambalpur	...	2
Saugar	...	1
Total	...	17

CEYLON

District		
Batticaloa	...	1
Colombo	...	3
Galle	...	3
Jaffna	...	8
Kandy	...	4
Moratuwa	...	2
Total	...	21

CHHOTA-NAGPUR DIVISION

District		
Hazaribagh	...	3
Lohardaga	...	2
Manbhum	...	5
Palamau	...	1
Singhbhum	...	1
Total	...	12

COOCH-BEHAR

Cooch-Behar	...	4

NEPAL

Nepal	...	1

ORISSA DIVISION

District		
Balasore	...	5
Katak	...	8
Puri	...	2
Total	...	15

THE PUNJAB DIVISION

District		
Amritsar	...	5
Delhi	...	3
Dera Ismail Khan	...	1
Ferozepur	...	1
Gujrat	...	3
Gurdaspur	...	2
Gurgaon	...	1
Hoshiarpur	...	1
Jullundhar	...	2
Kapurthala	...	1
Lahore	...	9
Ludhiana	...	2
Multan	...	4
Murree	...	1
Patiala	...	1
Peshwar	...	2
Rawalpindi	...	2
Shahpur	...	1
Simla	...	2
Umballa	...	1
Total	...	45

U.P.A. AND OUDH

District		
Agra	...	4
Aligarh	...	1
Allahabad	...	1
Almora	...	1
Bahraich	...	1
Benares	...	3
Cawnpore	...	1
Lucknow	...	1
Mirzapore	...	1
Mussoorie	...	5
Nainital	...	2
Total	...	21
Grand Total	...	745

II.

List of Colleges affiliated to the Calcutta University in 1903
(Total No. 82)

CALCUTTA

1. Presidency College.
2. Doveton College.
3. Free Church of Scotland's Institution and Duff College.
4. La Martiniere.
5. London Missionary Society's Institution.
6. Sanskrit College.
7. Bishop's College.
8. St. Xavier's College.
9. General Assembly's Institution.
10. Metropolitan Institution.
11. City College.
12. Ripon College.
13. Bethune College.
14. Central College.
15. Bangabasi College.
16. Indian Association for the Cultivation of Science.
17. Calcutta Madrassa.
18. Albert College.
19. Armenian College.
20. C.M.S. College.
21. Calcutta Medical College.

BENGAL DISTRICTS

1. Hughli College, Hughli.
2. Dacca College, Dacca.
3. Krishnagar College, Krishnagar.
4. Krishnath College, Berhampore.
5. St. Paul's College, Darjeeling.
6. Rajshahi College, Rajshahi.
7. Rajchandra College, Barisal.
8. Victoria College, Narail.
9. Brojomohan Institution, Barisal.
10. Chittagong College, Chittagong.
11. Midnapur College, Midnapur.

12. Jagannath College, Dacca.
13. Uttarpara College, Hughli.
14. St. Joseph's College, Darjeeling.
15. Dupleix College, Chandernagore.
16. Krishnachandra College, Hetampur.
17. Pabna Institution, Pabna.
18. Victoria High School, Comilla.
19. Pramatha Manmatha College, Tangail.
20. City College, Mymensingh Branch.
21. Civil Engineering College, Sibpur, Howrah.
22. Burdwan Raj College, Burdwan.

BIHAR

1. Patna College, Patna.
2. Tejnarain Jubilee College, Bhagalpur.
3. Bihar National College, Bankipur.
4. Bhumihar Brahman College, Muzaffurpur.
5. Diamond Jubilee College, Monghyr.

BURMA

1. Rangoon College, Rangoon.
2. Baptist College, Rangoon.

ORISSA

1. Ravenshaw College, Katak.

ASSAM

1. Murarichand College, Sylhet.
2. Cotton College, Gauhati.

CENTRAL PROVINCES

1. Jabalpore College, Jabalpore.
2. Morris College, Nagpur.
3. Free Church Institution and Hislop College, Nagpur.
4. St. Francis de Sale's School, Nagpur.

CHOTTA-NAGPUR

1. Dublin University Mission College, Hazaribagh.

COOCH-BEHAR

1. Victoria College, Cooch-Behar.

U.P.A. & OUDH

1. St. John's College, Agra.
2. Jaynarayan's College, Benares.
3. Mussoorie School, Mussoorie.
4. Mahomedan Anglo-Oriental College, Aligarh.
5. St. Peter's College, Agra.
6. St. George's College, Mussoorie.
7. Thomason College, Rurki.

CENTRAL INDIA

1. New Holkar College, Indore.
2. Canadian Mission College, Indore.
3. Jaypur Maharaja's College, Jaypur.
4. Residency College, Indore.
5. Ratlam Central College, Ratlam.

CEYLON

1. St. Thomas' College, Colombo.
2. Trinity College, Kandy.
3. Wesley College, Colombo.
4. Jaffna College, Jaffna.
5. Wesleyan Central Institution, Batticaloa.
6. Prince of Wales' College, Moratuwa.
7. St. John's College, Jaffna.
8. Hindu High School, Jaffna.
9. Central College, Jaffna.

THE PUNJAB

1. Bishop Cotton School, Simla.
2. Baring High School, Batala.

SCHOOLS UNDER THE UNIVERSITY AS ON 30TH APRIL 1951

(Immediately before the transfer of schools under the Board of Secondary Education, West Bengal)

PERMANENTLY RECOGNISED SCHOOLS

A

Agartala Umakanta Academy, Tripura State.
Ahar Belma Ramlal Adarsha Vidyalaya, Burdwan.
Alipur Duar H. E. School, Jalpaiguri.
Amarpur Bimala Agricultural Institution, Burdwan.
Amta Pitambar High English School, Howrah.
Antpur H.E. School, Hughli.
Arambagh High English School, Hughli.
Ariadaha Kalachand H.E. School, 24 Parganas.
Asansol E.I. Ry. H.E. Indian School, Burdwan.
Asansol R. K. Mission H. School, Burdwan.
Asansol St. Vincent de Paul's School, Burdwan.

B

Badla High English School, Burdwan.
Bagati Ramgopal Ghosh High English School, Hughli.
Bagnan High English School, Howrah.
Baharu High English School, 24 Parganas.
Baidyabati Banamali Mookherjee Institution, Hughli.
Baidyapur Ramkrishna Vidyapith, Burdwan.
Baje-Sibpur B. K. Paul's Institution, Howrah.
Balagarh High English School, Hughli.
Ballichak Bhajahari Institution, Midnapur.
Bally Santiram Vidyalaya, Howrah.
Balurghat High English School, West Dinajpur.
Baluti High English School, Howrah.
Bandel St. John's H. E. School, Hughli.
Bandipur H. E. School, Hughli.
Bankura Christian Collegiate School, Bankura.
Bankura Hindu School, Bankura.
Bankura Zilla School, Bankura.
Bantra Madhusudan P. C. H. E. School, Howrah.
Baradangal R. N. Institution, Hughli.
Baranagore Victoria High English School, 24 Parganas.
Barasat Government High English School, 24 Parganas.

Barisa High English School, 24 Parganas.
Barrackpore Debiprasad High School, 24 Parganas.
Barrackpore Government High School, 24 Parganas.
Baruipur High English School, 24 Parganas.
Basantia High English School, Midnapur.
Basirhat Harimohan Dalal Girls' H. E. School, 24 Parganas.
Basirhat High English School, 24 Parganas.
Batanal Union High School, Hughli.
Bawali High English School, 24 Parganas.
Behala H. E. School, 24 Parganas.
Beldanga Gobindasundari H. E. School, Murshidabad.
Beloniya B. K. Institution, Tripura State.
Belpukur High English School, Nadia
Belur H. E. School, Howrah.
Berhampore K. N. College School, Murshidabad.
Bhabla-Tantra Sir Rajendra H. E. School, 24 Parganas.
Bhagirathpur High English School, Murshidabad.
Bhaita Haridas Kar High English School, Burdwan.
Bhandarhati B. M. Institution, Hughli.
Bhangar H. E. School, 24 Parganas.
Bhastara Jajneswar H. E. School, Hughli.
Bhatpara H. E. School, 24 Parganas.
Birbhum Zilla School, Birbhum.
Birsingha Bhagabati Vidyalaya, Midnapur.
Bishenpur High English School, Bankura.
Bishnupur Siksha Sangha, 24 Parganas.
Bishnupur Sir Rames Institution, 24 Parganas.
Boinchi B. L. Free Institution, Hughli.
Bolpur High English School, Birbhum.
Bongaon H. E. School, 24 Parganas.
Bora Madhusudan H. E. School, Hughli.
Budge-Budge P. K. H. E. School, 24 Parganas.
Burdwan Municipal High School, Burdwan.
Burdwan Raj Collegiate School, Burdwan.
Burdwan Town School, Burdwan.

C

Calcutta Schools:

Abhaycharan Vidyamandir.
Armenian College and Philanthropic Academy.
Baghbazar H. E. School.
Ballygunge A. T. Mitra Institution.

Ballygunge Govt. High School.
Ballygunge Jagabandhu Institution.
Bangabasi College School.
Banimandir Girls' H. E. School.
Belgachia Monohar Academy.
Beltala Girls' H. E. School.
Bethune Collegiate School.
Bharati Vidyalaya for Boys.
Bhutnath Mahamaya Institution.
Bowbazar High School.
Brahmo Balika Sikshalaya.
Brahmo Boys' High School.
Calcutta Boys' School.
Calcutta Girls' High School.
Calcutta Madrassah.
Cathedral Mission H. E. School.
Central Collegiate School.
Chetla Boys' H. E. School.
Chetla Girls' High School.
City College School.
Collins Institute.
Cossipur Gopeswar Dutt Free School.
Entally Academy.
Hare School.
Hindu Academy.
Hindu School.
Kalidhan Institution.
Kalighat High School.
Kamala High School.
Keshub Academy.
Kidderpore Academy.
Kidderpore St. Barnabas High School.
Lake School for Girls.
Loreto House.
Maharaja Cossimbazar Polytechnic Institute.
Metropolitan Institution (Main).
Metropolitan Institution (Bowbazar Branch).
Metropolitan Institution (Barabazar Branch).
Mitra Institution (Main).
Mitra Institution (Bhawanipur Branch).
M. L. Jubilee Institution.
Narikeldanga George High School.
Oriental Seminary.
Park Institution.

Puddopukur Institution.
Rani Bhabani School.
Ripon Collegiate School.
Sailendra Sarkar Vidyalaya.
Sakhawat Memorial High School for Moslem Girls.
Sanskrit Collegiate School.
Saradacharan Aryan Institution.
Scottish Church Collegiate School.
Seal's Free College.
Shambazar A. V. School.
Shree Visudhananda Saraswati Vidyalaya.
South Suburban Branch School.
South Suburban School.
St. Anthony's Institution.
St. John's Diocesan Girls' High School.
St. Joseph's Collegiate School.
St. Lawrence High School.
St. Margaret's School (for Girls).
St. Paul's C. M. High School.
St. Xavier's College School.
Taltala High School.
Town School.
Training Academy.
United Missionary Girls' School.
Victoria Institution (for Girls).

Chakdaha Ramlal Academy, Nadia.
Chakdighi Saradaprasad Institution, Burdwan.
Chaltakhali Raigunakar Bharatchandra Institution, Howrah.
Chanchal Siddheswari Institution, Malda.
Chandernagore Banga Vidyalaya, Hughli.
Chandernagore Kanailal Vidyamandir, Hughli.
Chandernagore Krishnabhamini Nari Siksha Mandir, Hughli.
Chandrakona Jirat H. E. School, Midnapur.
Chatra Nandalal Institution, Hughli.
Chinsurah Desbandhu Memorial H. E. School, Hughli.
Chinsurah Duff High School, Hughli.
Chinsurah Sibchandra Shome Training Academy, Hughli.
Contai High English School, Midnapur.
Contai Model Institution, Midnapur.
Cooch-Behar Jenkins' School, Cooch-Behar.
Cooch-Behar Maharaja Nripendranarayan H. E. School, Cooch-Behar.

D

Dainhat High English School, Burdwan.
Darjeeling High English School, Darjeeling.
Darjeeling Maharani Girls' H. E. School, Darjeeling.
Dasghara High English School, Hughli.
Dhanyakuria High English School, 24 Parganas.
Dharmanagar Beer Bikram Institution, Tripura State.
Diamond Harbour High English School, 24 Parganas.
Dinhata High English School, Cooch-Behar.
Dishergarh Ambikacharan Institution, Burdwan.
Dum-Dum Christ Church Girl's School, 24 Parganas.

E

Ethora Srischandra Institution, Burdwan.

F

Fatehpur Srinath H. E. School, 24 Parganas.

G

Galsi H. E. School, Burdwan.
Gangtok Sir Tashi Namgyal H. E. School, Sikkim.
Garalgacha High English School, Hughli.
Garbati High English School, Hughli.
Garbeta High English School, Midnapur.
Gar-Bhawanipur Ramprasanna Institution, Howrah.
Garia Baradaprasad High School, 24 Parganas.
Ghatal Vidyasagar H. E. School, Midnapur.
Gobardanga Khantura H. E. School, 24 Parganas.
Gobindapur H. E. School, 24 Parganas.
Gopalnagar Kaliprasanna Kerr H. E. School, Midnapur.
Gorabazar I. C. Institution, Murshidabad.
Guptipara High English School, Hughli.
Gurup Ramanikanta Institution, Hughli.
Gushkara P. P. Institution, Burdwan.
Gustia K. N. H. E. School, 24 Parganas.

H

Halisahar High English School, 24 Parganas.
Hanschara Mrityunjay Dhananjay Memorial School, Midnapur.
Harinabhi A. S. School, 24 Parganas.

Haripal Gurudayal Institution, Hughli.
Hatuganj M. N. K. H. E. School, 24 Parganas.
Hetampur Raj High English School, Birbhum.
Hili Ramanath H. E. School, West Dinajpur.
Howrah I. R. Belilios Institution, Howrah.
Howrah Ripon Collegiate School, Howrah.
Howrah Sri Ramkrishna Sikshalaya, Howrah.
Howrah Vivekananda Institution, Howrah.
Howrah Zilla School, Howrah.
Hughli Branch School, Hughli.
Hughli Collegiate School, Hughli.

I

Ikhra Basantibijay High English School, Burdwan.
Ilsoba Mondlai High English School, Hughli.
Imphal Churachand High School, Manipur State.
Imphal Johnstone High School, Manipur State.
Imphal Tamphasana Girl's H. E. School, Manipur State.
Irphala Krishnamohan Institution, Midnapur.
Itachuna Srinarayan Institution, Hughli.

J

Jagatballabhpur High English School, Howrah.
Jalpaiguri Fanindra Dev Institution, Jalpaiguri.
Jalpaiguri Sonaullah Institution, Jalpaiguri.
Jalpaiguri Zilla School, Jalpaiguri.
Jamsherpur B. N. H. E. School, Nadia.
Janai Training School, Hughli.
Jangalpara B. C. Kundu Memorial H. E. School, Hughli.
Jangipara D. N. H. E. School, Hughli.
Jangipur High English School, Murshidabad.
Jara High English School, Midnapur.
Jaynagar Institution, 24 Parganas.
Jaypur Phakirdas Institution, Howrah.
Jhapardah Duke Institution, Howrah.
Jhargram Kumudkumari Institution, Midnapur.
Jhikra High English School, Howrah.
Jiaganj Raja Bijoy Singh Vidyamandir, Murshidabad.

K

Kagram High English School, Murshidabad.
Kailasahar R. K. Institution, Tripura State.

Kalimpong Girls' H. E. School, Darjeeling.
Kalimpong Scottish Universities Mission Institution, Darjeeling.
Kalna Maharaja's High School, Burdwan.
Kamarhati Sagore Dutt Free School, 24 Parganas.
Kanchantala J. D. J. Institution, Murshidabad.
Kanchrapara Harnett H. E. School, 24 Parganas.
Kandi Raj High English School, Murshidabad.
Kasba Chittaranjan H. E. School, 24 Parganas.
Katwa Kasiramdas Institution, Burdwan.
Khagra L. M. S. High School, Murshidabad.
Khalna Rai R. G. Institution, Howrah.
Khanakul-Krishnagar Jnanada Institution, Hughli.
Kharagpur B. N. Ry. High School, Midnapur.
Kharagpur Hitkarini H. E. School, Midnapur.
Khardah Shibnath H. E. School, 24 Parganas.
Khowai H. E. School, Tripura State.
Khujutipara R. G. Jiu H. E. School, Birbhum.
Kirnahar Sibchandra High School, Birbhum.
Konnagar High English School, Hughli.
Kotalpur High English School, Bankura.
Krishnagar A. V. School, Nadia.
Krishnagar C. M. S. St. John's High School, Nadia.
Krishnagar Collegiate School, Nadia.
Kuchiakole Radhaballabh Institution, Bankura.
Kulti H. E. School, Burdwan.

L

Labhpur J. L. H. E. School, Birbhum.
Lalgola M. N. Academy, Murshidabad.

M

Madarat Popular Academy, 24 Parganas.
Mahes H. E. School, Hughli.
Mahespur H. E. School, 24 Parganas.
Mahestala High English School, 24 Parganas.
Mahisadal Raj High School, Midnapur.
Majdia Railbazar High English School, Nadia.
Majilpur J. M. Training School, 24 Parganas.
Maju R. N. Basu High School, Howrah.
Makardah Bamasundari Institution, Howrah.
Malda Zilla School, Malda.
Maliara Rajnarayan H. E. School, Bankura.

Mandalgram H. E. School, Burdwan.
Manteswar Sagarbala H. E. School, Burdwan.
Mathabhanga High English School, Cooch-Behar.
Mathrun N. C. Institution, Burdwan.
Matiaburz H. E. School, 24 Parganas.
Mekliganj High English School, Cooch-Behar.
Memari Vidyasagar Memorial Institution, Burdwan.
Midnapur Collegiate School, Midnapur.
Midnapur Mission Girls' School, Midnapur.
Midnapur Town School, Midnapur.
Mohiari Kundu Chowdhury Institution, Howrah.
Mollarpur H. E. School, Birbhum.
Mugberia Gangadhar H. E. School, Midnapur.
Mughkalyan High English School, Howrah.
Muragacha High English School, Nadia.
Murshidabad Nawab Bahadur's Institution, Murshidabad.

N

Nabadwip Bakultala H. E. School, Nadia.
Nabadwip Balika Vidyalaya, Nadia.
Nabadwip Hindu School, Nadia.
Naihati Mahendra High English School, 24 Parganas.
Nakrakonda High English School, Birbhum.
Nalhati H. P. H. E. School, Birbhum.
Narit Nyayaratna Institution, Howrah.
Nasigram High English School, Burdwan.
Nawabganj H. E. Balika Vidyalaya, 24 Parganas.
Nawabganj Sridhar Bansidhar Institution, 24 Parganas.
Nebadhai High English School, 24 Parganas.
New Andul H. C. E. School, Howrah.
Nimtita Gaursundar Dwarkanath Institution, Murshidabad.

O

Okersa High English School, Burdwan.

P

Palasdanga High English School, Bankura.
Panchthupi T. N. Institution, Murshidabad.
Panitras High English School, Howrah.
Panskura B. B. H. E. School, Midnapur.
Pantihal Damodar Institution, Howrah.

Parbatipur Patitpabani H. E. School, Midnapur.
Patuli High English School, Burdwan.
Pingla Krishnakamini Institution, Midnapur.
Punra B. K. M. P. Institution, 24 Parganas.
Purbasthali Nilmani Brahmachari Institution, Burdwan.
Putsuri I. P. Institution, Burdwan.

R

Raghunathbari R. T. H. E. School, Midnapur.
Raiganj Coronation H. E. School, West Dinajpur.
Raina High English School, Burdwan.
Rajbalhat H. E. School, Hughli.
Rajibpur A. V. H. E. School, 24 Parganas.
Ramgopalpur High English School, Burdwan.
Rampurhat High English School, Birbhum.
Ramsagar H. E. School, Bankura.
Ranaghat Lalgopal H. E. School, Nadia.
Ranaghat Palchaudhuri High School, Nadia.
Ranichak Deshapran H. E. School, Midnapur.
Raniganj High English School, Burdwan.
Raspur High English School, Howrah.
Rishra H. E. School, Hughli.
Roy Chaudhuri Md. Tyeb Institution, Bankura.

S

Saidabad Manindra Chandra Vidyapith, Murshidabad.
Sainthia H. E. School, Birbhum.
Saktipur K. M. C. Institution, Murshidabad.
Salar Edward High English School, Murshidabad.
Salkia A. S. School, Howrah.
Salkia Hindu H. E. School, Howrah.
Sankari H. E. School, Burdwan.
Sankrail Abhaycharan H. E. School, Howrah.
Santipur Municipal High School, Nadia.
Santipur Oriental Academy, Nadia.
Santragachi Kedarnath Institution, Howrah.
Sarangabad H. E. School, 24 Parganas.
Sarisa High English School, 24 Parganas.
Sekandarpur Rai K. P. Pal Bahadur Free High School, Hughli.
Serampur Union Institution, Hughli.
Shamnagar Kantichandra H. E. School, 24 Parganas.
Shampur H. E. School, Howrah.

Sheakhala Benimadhab H. E. School, Hughli.
Sairsol Raj High School, Burdwan.
Sibpur Dinabandhu Institution, Howrah.
Sijgram Hossenabad Mohsin Tayeb H. E. School, Murshidabad.
Sikarpur High English School, Nadia.
Siliguri H. E. School, Darjeeling.
Simulia Tariniprasad Institution, Murshidabad.
Singur Mahamaya High English School, Hughli.
Sodepur High English School, 24 Parganas.
Somra Durgacharan High English School, Hughli.
Sonada Our Lady's House, Darjeeling.
Sonakhali H. E. School, Midnapur.
Sonamukhi Bindubasini Jubilee High School, Bankura.
Sonamura N. C. Institution, Tripura State.
South Garia Jadunath Vidyamandir, 24 Parganas.
Sultanpur Sriram H. E. School, Birbhum.
Suri Benimadhab H. E. School, Birbhum.
Sutragarh Maharaja of Nadia High School, Nadia.

T

Taki Government High School, 24 Parganas.
Tamluk Hamilton High School, Midnapur.
Tasarala Sarbaria Sanatan H. E. School, 24 Parganas.
Telinipara Bhadreswar High English School, Hughli.
Torekona Jagatbandhu Institution, Burdwan.
Tufanganj N. N. H. E. School, Cooch-Behar.

U

Ukhara K. B. Institution, Burdwan.
Uluberia High English School, Howrah.
Ushagram Boys' H. E. School, Burdwan.
Uttarpara Government High School, Hughli.
Uttarpara H. E. School, Hughli.

[Total number of Permanently Recognised Schools—364]

PROVISIONALLY RECOGNISED SCHOOLS

A

Achra Jajneswar Institution, Burdwan.
Agartala Bodh Jang H. E. School, Tripura State.
Agartala Maharani Tulsibati Girls' H. E. School, Tripura State.
Agartala Netaji Subhas Vidyaniketan, Tripura State.
Agartala Pragati Vidyabhaban, Tripura State.
Ahiran Vidyapith, Murshidabad.
Ahmadpur Jaydurga H. E. School, Birbhum.
Aiho H. E. School, Malda.
Ajhapur H. E. School, Burdwan.
Ajoya Annada Vidyamandir, Midnapur.
Akna Union H. E. School, Hughli.
Akui Union H. E. School, Bankura.
Akuni B. G. H. E. School, Hughli.
Aliganj Girls' School, Midnapur.
Alipur Duar McWilliam H. E. School, Jalpaiguri.
Alugram Union Ucheha Madhyamik Vidyalaya, Murshidabad.
Amarkanan Desbandhu Vidyalaya, Bankura.
Amarshi Raghunath H. E. School, Midnapur.
Amdabad H. E. School, Midnapur.
Amgoria Gopalpur R. G. N. Institution, Burdwan.
Amritakunda Vidyamandir, Murshidabad.
Amtala H. E. School, Murshidabad.
Anandanagar A. C. Roy H. E. School, Hughli.
Anandapur H. E. School, Midnapur.
Anantapur Siddheswari H. E. School, Howrah.
Angina Barat H. E. School, West Dinajpur.
Araidanga Dinanath Bholanath Model Academy, Malda.
Arambagh Girls' H. E. School, Hughli.
Aranghata Upendra Memorial Institution, Nadia.
Arabalia J. V. H. E. School, 24 Parganas.
Aruar Bhubanmohan Dutt Public Institution, Burdwan.
Asadtala Coronation Memorial High School, Midnapur.
Asansol Dayananda Anglo-Vedic H. E. School, Burdwan.
Asansol Jaharmall Jalan Institution, Burdwan.
Asansol Manimala Girls' School, Burdwan.
Asansol Umarani Gorai Mahila Kalyan Girls' School, Burdwan.
Azimganj Rai Budh Singh Bahadur H. E. School, Murshidabad.

B

Babnan H. E. School, Hughli.
Badanganj H. E. School, Hughli.
Badkulla United Academy, Nadia.
Baduria L. M. S. H. E. School, 24 Parganas.
Baduria Model Institution, 24 Parganas.
Bagoan K. C. Vidyaniketan, Nadia.
Bagoola H. E. School, Nadia.
Baharan Joy Durga H. E. School, Burdwan.
Bahiri Bradley-Birt H. E. School, Midnapur.
Bahiri Brajasundari H. E. School, Birbhum.
Bahirkhand Giris Institution, Hughli.
Baidyabati B. M. Institution (Girls' Secn.), Hughli.
Bainan Bamandas H. E. School, Howrah.
Baishnabchak M. C. H. E. School, Midnapur.
Bakharat H. E. School, 24 Parganas.
Bakulia Rajendranath Institution, Hughli.
Bali H. E. School, Hughli.
Balicha H. E. School, Howrah.
Balighai H. E. School, Midnapur.
Bally Banga Sishu Balika Vidyalaya, Howrah.
Bally Girls' High School, Midnapur.
Ballu Jora Aswathatala H. E. School, Midnapur.
Balsi H. E. School, Bankura.
Balti Boyerghata Khas Mohal H. E. School, 24 Parganas.
Balurghat Adarsha Uchcha Vidyalaya, West Dinajpur.
Balyagovindapur Jnanakarma Vidyapith, Midnapur.
Bamankhali Madhusudan Pyareemohan Panchanan H. E. School, 24 Parganas.
Bamnabad A. C. H. E. School, Murshidabad.
Banamalichatta H. E. School, Midnapur.
Banarhat H. E. School, Jalpaiguri.
Banerjeedanga H. E. School, Midnapur.
Bangalpur Union Chamatkari H. E. School, Howrah.
Bangitola H. E. School, Malda.
Banharispur Nasiruddin Memorial Institution, Howrah.
Banibar Jadurberia Vidyapith, Howrah.
Bankra H. E. School, Howrah.
Bankura Banga Vidyalaya, Bankura.
Bankura Girls' H. E. School, Bankura.
Bankura Goenka Vidyayatan, Bankura.
Bankura Town H. E. School, Bankura.
Bansberia H. E. School, Hughli.

Bansberia Kedarnath Vidyapith, 24 Parganas.
Bantra Rajluxmi Balika Vidyalaya, Howrah.
Banwaribad Maharaja High English School, Murshidabad.
Bara Andulia H. E. School, Nadia.
Barabaria Hajra Vidyapith, Midnapur.
Barabelum Mohinimohan Vidyamandir, Burdwan.
Bara Jagulia Gopal Academy H. E. School, Nadia.
Barakar Shri Marwari Vidyalaya, Burdwan.
Barala Ramdas Sen H. E. School, Murshidabad.
Baramohanpur H. E. School, Midnapur.
Baranagar Harisankar Banipith H. E. School, 24 Parganas.
Baranagar R. K. Memorial Girls' School, 24 Parganas.
Baranagar Victoria H. E. School (Girls' Secn.), 24 Parganas.
Baranagar Vidyamandir, 24 Parganas.
Barapalashan H. E. School, Burdwan.
Barasat Kalikrishna Girls' School, 24 Parganas.
Barasat Mahatma Gandhi Memorial H. E. School, 24 Parganas.
Bardhaman Banipith H. E. School, Burdwan.
Barhra H. E. School, Birbhum.
Baro Balaram Lalbihari Vidyamandir, Burdwan.
Barrackpore Ambica Bimala Model H. E. School, 24 Parganas.
Barrackpore Cantonment Girls' H. E. School, 24 Parganas.
Barrackpore Girls' H. E. School, 24 Parganas.
Basantapur Jhareswar Bani Bhaban, Midnapur.
Basirhat Town H. E. School, 24 Parganas.
Basudebpur Haripriya Institution, Midnapur.
Basudebpur Kedarnath Purnachandra H. E. School, Howrah.
Batanagar H. E. School, 24 Parganas.
Baxarah High School, Howrah.
Begpur Union Institution, Burdwan.
Begumpur Bibipur H. E. School, 24 Parganas.
Belakoba High School, Jalpaiguri.
Belda Gangadhar Academy, Midnapur.
Belgharia H. E. School, 24 Parganas.
Beliator H. E. School, Bankura.
Belkulai Chandrakumar Adharchandra Vidyapith, Howrah.
Belmuri Union Institution, Hughli.
Belpahari H. E. School, Midnapur.
Belrui N. G. Institution, Burdwan.
Belsinga Sikshayatan H. E. School, 24 Parganas.
Bengai H. E. School, Hughli.
Berachampa Deulia Uchcha Vidyalaya, 24 Parganas.
Berhampore Girls' Mahakali Pathsala, Murshidabad.
Berhampur Maharani Kasiswari Girls' H. E. School, Murshidabad.

Berhampore J. N. Academy, Murshidabad.
Beri Gopalpur Adarsha Vidyalaya, 24 Parganas.
Bethuadahari J. C. Memorial H. E. School, Nadia.
Bhadrakali H. E. School, Hughli.
Bhadura H. E. School, 24 Parganas.
Bhagwangola H. E. School, Murshidabad.
Bhagwanpur H. E. School, Midnapur.
Bhanderberia Debendra H. E. School, Midnapur.
Bhangamora Nutangram K. N. C. M. Institution, Hughli.
Bhatar Madhab Public H. E. School, Burdwan.
Bhatpara A. K. Pathsala, 24 Parganas.
Bhatora Union H. E. School, Howrah.
Bhebia H. E. School, 24 Parganas.
Bhimeswari Uchcha Sikshayatan, Midnapur.
Bhimpur Santhal H. E. School, Midnapur.
Bhiringi Trailokyanath Institution, Burdwan.
Bhita Mahendra Public Institution, Burdwan.
Bhogpur Kenaram Memorial H. E. School, Midnapur.
Bhowanipur Sreemanta Jubilee Institution, 24 Parganas.
Bhupatinagar Trilochan H. E. School, Midnapur.
Birkulti Nityagopal Memorial H. E. School, Burdwan.
Birlapur Vidyalaya, 24 Parganas.
Birnagar H. E. School, Nadia.
Bishnupur Rasamanjuri High English School, Birbhum.
Bishnupur Shibdas Central Girls' H. E. School, Bankura.
Bithari H. E. School, 24 Parganas.
Bodai H. E. School, 24 Parganas.
Bodra H. E. School, 24 Parganas.
Bolpur Girls' H. E. School, Birbhum.
Bompass Shiksha Niketan, Burdwan.
Bongaon Kavi Keshablal Vidyapith, 24 Parganas.
Boral H. E. School, 24 Parganas.
Brahmanpara C. M. Institution, Howrah.
Bratacharigram Bratachari Vidyasram, 24 Parganas.
Burdwan Harisava Hindu Girls' H. E. School, Burdwan.
Burdwan Municipal Girls' H. E. School, Burdwan.
Burikhali K. M. Institution, Howrah.
Burnpur H. E. School, Burdwan.
Burul H. E. School, 24 Parganas.
Byabattarhat Adarsha H. E. School, Midnapur.

C

CALCUTTA SCHOOLS:

Adarsha Hindi Girls' H. E. School.
Adarsha Hindi High School.
Adarsha Vidyamandir.
Adi Mahakali Pathsala for Girls.
Anglo-Gujrathi School.
Anurupa Balika Vidyalaya.
Aryya Vidyalaya.
Arya Kanya Mahavidyalaya.
Atheneum Institution.
Ballygunge Mohinimohan Uchcha Vidyalaya.
Ballygunge Muralidhar Girls' School.
Ballygunge Vidyalaya and Silpa Sikshayatan.
Baptist Girls' High School.
Banipith Girls' H. E. School.
Bankim Ghosh Memorial Girls' H. E. School.
Belgachia Kumudini Kanya Vidyamandir.
Beliaghata Desbandhu High School (Girls' Secn.).
Beliaghata Deshbandhu H. E. School.
Benepukur Vidyapith, (Boys' Section).
Benepukur Vidyapith, (Girls' Section).
Bharati Boys' H. E. School.
Bharati Maha Vidyalaya (for Girls).
Binapani Purdah Girls' School.
Calcutta Academy.
Calcutta Girls' Academy.
Calcutta Jubilee Institution.
Calcutta Vidyabhaban.
Chakraberia H. E. School.
Cossipur Institution.
Cossipur Institution (Girls' Section).
Deshapran Birendranath Institution.
Deshpran Birendranath Institution (Girls' Section).
Desbandhu Balika Vidyalaya.
Giribala Sarkar Balika Vidyalaya.
Girindra Balika Vidyalaya.
Gokhale Memorial Girls' H. E. School.
Haranath High School.
Hindi H. E. School.
Hindu Boys' School.
Islamia H. E. School.

Jeeva Siva Mission Kiranchandra Girls' H. E. School.
Kalidhan Institution (Girls' Section).
Kalighat Mahakali Pathsala.
Kalighat Oriental Academy.
Kamala Girls' H. E. School.
Khalsa H. E. School.
Kidderpore Milani H. E. School.
Kidderpore St. Thomas' School for Girls.
Kumar Ashutosh Institution.
Kumar Asutosh Institution (Girls' Section).
Kumar Asutosh Institution (Paikpara Section).
Lake View H. E. School.
Loreto Day School for Girls, (Bowbazar Branch).
Loreto Day School for Girls.
Maharaja Cossimbazar Sabitri Sikshalaya.
Maniktala Girls H. E. School.
Maniktala H. E. School.
Marwari Balika Vidyalaya.
Mathuranath H. E. School.
Matrijati Sevak Samity Girls' H. E. School.
Metropolitan Institution (Main)—Girls' Section.
Model High School.
Modern School.
Momin High School.
Nari Siksha Mandir.
Nasiruddin Memorial H. E. School.
National High School.
Oriental Seminary (Girls' Section).
Oriental Training Academy.
Paikpara Raja Manindra Memorial High School.
Park Circus High School.
Pearycharan Girls' H. E. School.
Prafulla Pratap Vidyayatan.
Presidency Girls' H. E. School.
Presidency Muslim High School.
Rajendranath Vidyabhaban.
Ramkrishna Mission Nivedita Vidyalaya.
Ramrick Institution.
Rani Rashmani H. E. School.
Sadhak Ramprasad and Bhakta Satyacharan Sreemani Institution.
Sarada Prasad Institution (Girls' Section).
Saraswati Balika Vidyalaya and Silpa Sikshasadan.
Sarojini Hindu Girls' H. E. School.
Satyabhama Institution for Boys (Hindusthan Branch).

Shahanagar H. E. School.
Shambazar Balika Vidyalay.
Shambazar H. E. School.
Shambazar Vidyasagar School.
Shamapada Institution.
Sir Rames Mitter Girls' School.
Sishu Vidyapith and Girls' High School.
South Calcutta National School.
Sree Didoo Maheswari Panchayet Vidyalaya.
Sree Sanatan Dharma Vidyalaya.
Sri Maheswari Vidyalaya.
Sri Vidyaniketan.
St. James' School.
St. Mary's Bengali Girls' H. E. School.
St. Paul's Mission School.
St. Thomas' School for Boys.
Sunity Sikshalaya (Girls' Section).
Surah Kanya Vidyalaya.
Tirthapati Institution.
Tollygunj H. E. School.
Ultadanga United H. E. School.
Victoria Girls' School.

Canning David Sassoon H. E. School, 24 Parganas.
Chasksanjadi G. M. Institution, Burdwan.
Chak Simulia Kamakhya Vidyapith, Midnapur.
Champadanga H. E. School, Hughli.
Chandannagar Radha Damodar Polytechnic Institution, Nadia.
Chandanpukur Durgapur Krishnachandra H. E. School, 24 Parganas.
Chandanpur Ananda Institution, Midnapur.
Chandernagore Kasiswari Pathsala for Girls, Hughli.
Chandernagore Prabartak Bidyarthibhaban, Hughli.
Chandernagore Prabartak Nari Mandir, Hughli.
Chandmari Netaji Vidyamandir, Nadia.
Chandpara H. E. School, Birbhum.
Chandrakona Road Saradamoyee H. E. School, Midnapur.
Chandrapur Central H. E. School, Burdwan.
Chandri Chandrasekhar H. E. School, Midnapur.
Changrachak Jagadish Smriti Vidyapith, Burdwan.
Chatra Ganeshlal H. E. School, Birbhum.
Chatra Kunja Rani Bani Bhaban, Burdwan.
Chatra Nandalal Institution (Girls' Section), Hughli.
Chatta Subid Ali Institution, 24 Parganas.

Chechania Krishi Silpa Vidyalaya, Nadia.
Chhatna Chandidas Vidyapith, Bankura.
Chichra H. E. School, Midnapur.
Chilkigarh I. C. Institution, Midnapur.
Chinsura Balika Banimandir, Hughli.
Chittaranjan Deshbandhu Vidyalaya, Burdwan.
Chowk Tajpur Haji Elahi Buksh H. E. School, Hughli.
Churulia Navakrishna H. E. School, Burdwan.
Contai Chandramani Brahmo Girls' H. E. School, Midnapur.
Cooch-Behar Rambhola H. E. School, Cooch-Behar.
Cooch-Behar Sunity Academy for Girls, Cooch-Behar.

D

Dadhimukha H. E. School, Bankura.
Dakshin Barasat H. E. School, 24 Parganas.
Dakshin Chatra H. E. School, 24 Parganas.
Dakshineswar H. E. School, 24 Parganas.
Dakshin Kashinagar H. E. School, Midnapur.
Damdama Narendra Memorial H. E. School, Hughli.
Dandirhat Nagendrakumar Uchcha Siksha Niketan, 24 Parganas.
Danton H. E. School, Midnapur.
Daria R. M. Roy H. E. School, 24 Parganas.
Darjeeling Nepali Girls' H. E. School, Darjeeling.
Darjeeling Ramkrishna Siksha Parisad Boys' H. E. School, Darjeeling.
Darjeeling St. Robert's High School, Darjeeling.
Dasagram H. E. School, Midnapur.
Debagram Sibaram Anandamayee Vidyapith, Nadia.
Debhog S. C. M. Vidyapith, Nadia.
Deoly Adarsha Vidyapith, Midnapur.
Deopara Champamoni H. E. School, Bankura.
Deriachak Pallisri Vidyamath, Midnapur.
Deulgram M. B. H. E. School, Howrah.
Deulpara Vidyaniketan, Hughli.
Dhakuria Benodini Girls' H. E. School, 24 Parganas.
Dhakuria Ramchandra H. E. School, 24 Parganas.
Dhanniakhali Mahamaya Vidyamandir, Hughli.
Dhara-Balarampur H. E. School, Bankura.
Dharampur Abdul Karim H. E. School, Jalpaiguri.
Dhatrigram H. E. School, Burdwan.
Dhoradaha H. E. School, Nadia.
Dhupguri H. E. School, Jalpaiguri.
Diamond Harbour Girls' H. E. School, 24 Parganas.

Digha Vidyabhaban, Midnapur.
Dignagar Hattala Silver Jubilee Institution, Burdwan.
Dihi Bagnan K. B. H. E. School, Hughli.
Dimari H. E. School, Midnapur.
Dinhata Soni Debi Jain H. E. School, Cooch-Behar.
Domohani Kelejora H. E. School, Burdwan.
Domohani Polwhele H. E. School, Jalpaiguri.
Dubrajpur Rai Bahadur Sedmul Dalmia H. E. School, Birbhum.
Dulduli Mathbari H. E. School, 24 Parganas.
Dum-Dum Chittaranjan Colony Hindu Vidyapith, 24 Parganas.
Dum-Dum K. K. Hindu Academy, 24 Parganas.
Dum-Dum K. K. Hindu Academy, (Girls' Section), 24 Parganas.
Dum-Dum Rai Saheb Baidyanath Institution, 24 Parganas.
Dumkal H. E. School, Murshidabad.
Dumurdaha Dhrubananda H. E. School, Hughli.
Durgapur Taraknath H. E. School, Burdwan.
Dwarbasini Kumar Rajendra H. E. School, Hughli.

E

Egra-Jhatulal H. E. School, Midnapur.
Enayetpur Ensan Ali H. E. School, Malda.

F

Fatullapur Sashimoni H. E. School, Murshidabad.
Fulia Kirtibas Smriti Vidyalaya, Nadia.

G

Gabberia H. E. School, 24 Parganas.
Gajol Haji Naku Md. H. E. School, Malda.
Gangarampur H. E. School, West Dinajpur.
Garbelia R. C. Manna Institution, Howrah.
Garden Reach N. B. Das H. E. School, 24 Parganas.
Garden Reach N. B. Das H. E. School, (Girls' Section). 24 Parganas.
Gargaria Subhas H. E. School, Bankura.
Gar-Haripur H. E. School, Midnapur.
Garifa H. E. School, 24 Parganas.
Gar Raipur H. E. School, Bankura.
Garulia Mill H. E. School, 24 Parganas.
Geonkhali H. E. School, Midnapur.
Ghateswar High School, 24 Parganas.

Ghutiabazar Binodini Girls' H. E. School, Hughli.
Ghutiabazar Mallicbati Pathsala, Hughli.
Gidni Elokeshi H. E. School Midnapur.
Goaltore H. E. School, Midnapur.
Gobardanga Girls' H. E. School, 24 Parganas.
Gobardhanpur H. E. School, Midnapur.
Gobindakati Siksha Niketan, 24 Parganas.
Gobindapur Kalicharan H. E. School, 24 Parganas.
Godapiashal Mahatma Gandhi Memorial H. E. School, Midnapur.
Goghat H. E. School, Hooghly.
Gokarna P. M. H. E. School, Murshidabad.
Golapganj H. E. School, Malda.
Golgram Rai Bahadur B. M. H. Free H. E. School, Midnapur.
Gopalnagar B. L. Vidyapith, Midnapur.
Gopalnagar Haripada Institution, 24 Parganas.
Gopalpur H. E. School, Midnapur.
Gopalpur H. E. School, Bankura.
Gopalpur H. E. School, Burdwan.
Gopalpur Muktakeshi Vidyalya, Burdwan.
Gopalpur Popular Academy, 24 Parganas.
Gopinathpur H. E. School, Midnapur.
Gosaba Rural Reconstruction Institution, 24 Parganas.
Gossain Malipara H. E. School, Hooghly.
Gourangdi R. K. S. Institution, Burdwan.
Goyshabad Achala Vidyamandir, Murshidabad.
Gulhatia Ali Hafiz Memorial H. E. School, Murshidabad.
Gurah-Pasla Siksha Niketan, Murshidabad.

H

Habra H. E. School, 24 Parganas.
Haldibari Institute, Cooch-Behar State.
Haludbari H. E. School, Midnapur.
Hanschara Sindhubala Memoral Girls' High School, Midnapur.
Haral Daspur Tinkari Sibani Prasad H. E. School, Hughli.
Hareknagar A. M. H. E. School, Murshidabad.
Haria Sivaprasad Institution, Midnapur.
Harigram Goenka H. E. School, Bankura.
Harirampur A. S. D. M. H. E. School, West Dinajpur.
Harischandrapur H. E. School, Malda.
Harmasra H. E. School, Bankura.
Haroa Pir Gorachand H. E. School, 24 Parganas.
Hasanabad Debi Prosanna Institution, 24 Parganas.

Hat-Chapra King Edward's H. E. School, Nadia.
Hatgobindapur Mangobinda Chowdhury H. E. School, Burdwan.
Hatni Purnachandra Vidyamandir, Hughli.
Hingalganj H. E. School, 24 Parganas.
Hirbandh H. E. School, Bankura.
Hoomgarh Chandabila H. E. School, Midnapur.
Howrah Cotton Institution, Howrah.
Howrah Dharanidhar Mallick H. E. School, Howrah.
Howrah Girls' High English School, Howrah.
Howrah Town School, Howrah.

I

Ichapur Northland H. E. School, 24 Parganas.
Imphal Bengali H. E. School, Manipur State.
Imphal Ramlal Paul High School, Manipur State.
Imphal Sindham Sinsang H. E. School, Manipur State.
Imphal Tombisana High School, Manipur State.
Inda Krishnalal Siksha Niketan, Midnapur.
Indas H. E. School, Bankura.
Indpur Goenka H. E. School, Bankura.
Islampur H. E. School, Murshidabad.
Ismalichak Mayna Yogada S. S. P. Vidyalaya, Midnapur.
Iswarpur B. M. Academy, Midnapur.

J

Jabagram Maharani Kasiswari Institution, Burdwan.
Jabda Vidyasagar Vidyapith, Midnapur.
Jadabpur H. E. School, 24 Parganas.
Jadabpur Bastuhara Vidyapith (Boys' Section) 24 Parganas.
Jadabpur Bastuhara Vidyapith (Girls' Section) 24 Parganas.
Jadurhati Adarsha Vidyapith, 24 Parganas.
Jagacha High School. Howrah.
Jagadishpur Sitikantha Institution, 24 Parganas.
Jalpaiguri Girls' H. E. School, Jalpaiguri.
Jalpaiguri Govt. Girls' H. E. School, Jalpaiguri.
Jamalpur H. E. School, Burdwan.
Jamgram Janardan H. E. School, Hughli.
Jangalpara Krishnarampur Deshpran H. E. School, Hughli.
Jemo N. N. H. E. School, Murshidabad.
Jhakra H. E. School, Midnapur.

Jhantipahari H. E. School, Bankura.
Jhargram Nanibala Vidyalaya, Midnapur.
Jhargram Rani Binode Manjari Govt. Girls' H. E. School, Midnapur.
Jhowbona D. N. Institution, Murshidabad.
Jitpur Paul Institution, Murshidabad.
Jordah H. E. School, Bankura.
Jorepakhri Abdul Gani H. E. School, Jalpaiguri.
Jote-Arapur H. E. School, Malda.
Joteghanashyam Nilmoni H. E. School, Midnapur.
Joygram Janakinath H. E. School, 24 Parganas.
Jaynagar Institution (Girls' Sec.), 24 Parganas.
Jujersa Prannath Manna Institution, Howrah.
Juranpur D. D. S. B. H. E. School, Nadia.

K

Kaijuli H. E. School, Birbhum.
Kaikala H. E. School, Hughli.
Kailasahar Ramkrishna Siksha Pratisthan, Tripura State.
Kaiti N. C. H. E. School, Burdwan.
Kajlagarh Maharajadhiraj Sir Bejoychand Memorial H. E. School, Midnapur.
Kalagachia Jagadish Vidyapith, Midnapur.
Kaliachak H. E. School, Malda.
Kaliaganj P. S. H. E. School, West Dinajpur.
Kaligram H. E. School, Malda
Kalikapur Ramkamal Vidyapith, 24 Parganas.
Kalindi Union H. E. School, Midnapur.
Kalindri H. E. School, Malda.
Kalipur H. E. School, 24 Parganas.
Kalna Ambika Mahisha-Mardini, H. E. School, Burdwan.
Kalna Hindu Girls' H. E. School, Burdwan.
Kalna Mahisamardini Institution, Burdwan.
Kalyanchak G. M. Institution, Midnapur.
Kalyangarh Vidyamandir, 24 Parganas.
Kamalpur H. E. School, Tripura State.
Kamrabad Uchcha Vidyalaya, 24 Parganas.
Kanaknagar Sristidhar H. E. School, 24 Parganas.
Kanchrapara H. E. School, 24 Parganas.
Kanchrapara Indian Girls' H. E. School, 24 Parganas.
Kanchrapara Municipal Polytechnic School, 24 Parganas.
Kanchrapara R. P. H. E. School, 24 Parganas.
Kanduria H. E. School, Murshidabad.

Kankinara H. G. H. E. School, 24 Parganas.
Kanksa H. E. School, Burdwan.
Karanjali B. K. Institution, 24 Parganas.
Kasaria H. E. School, Midnapur.
Kasba Chittaranjan H. E. School (Girls' Sect.), 24 Parganas.
Kasemnagar N. A. J. High School, Burdwan.
Kasinagar H. E. School, 24 Parganas.
Katiahat B. K. H. P. Institution, 24 Parganas.
Katlamari H. E. School, Murshidabad.
Katwa Bharati Bhawan, Burdwan.
Kazipara H. E. S. H. E. School, 24 Parganas.
Kelomal Santoshini H. E. School, Midnapur.
Kendua Dihi H. E. School, Bankura.
Keshabpur Mahendra Institution, Hughli.
Keshiari H. E. School, Midnapur.
Ketugram Sir Asutosh Memorial Institution, Burdwan.
Khadambari Union H. E. School, Midnapur.
Khalboalia H. E. School, Nadia.
Khalisabhanga H. E. School, Midnapur.
Kanchi Gunadhar Adarsha Vidyapith, Midnapur.
Khandalia H. E. School, 24 Parganas.
Kharagpur Atulmoni Polytechnic H. E. School, Midnapur.
Kharagpur Azizia H. E. School, Midnapur.
Kharagpur B. N. Ry. Anglo-Indian School, Midnapur.
Kharagpur Silver Jubilee H. E. School, Midnapur.
Kharba Harinarayan Agricultural H. E. School, Malda.
Khardah Priyanath Balika Vidyalaya, 24 Parganas.
Kharibari H. E. School, Darjeeling.
Khashmora H. E. School, Howrah.
Khashpur H. K. H. E. School, West Dinajpur.
Khatra H. E. School, Bankura.
Khejuri Adarsha Vidyapith, Midnapur.
Kheput H. E. School, Midnapur.
Khila Gopimohan Shikshasadan, Howrah.
Khirgram Jagadya Banipeeth, Burdwan.
Khirpai H. E. School, Midnapur.
Khowai H. E. School, Tripura State.
Khukurdaha Iswarchandra Maji Memorial H. E. School, Midnapur
Khulna Peary Charan Laha Vidyalaya, 24 Parganas.
Kinkarbati Agricultural Institution, Hughli.
Kishore Kana Nabagrami Adarsha Vidyalaya, Burdwan.
Koai H. E. School, Midnapur.
Kola Union H. E. School. Midnapur.
Kolia Ameer Ali H. E. School Howrah.

Kolsur H. E. School, 24 Parganas.
Konnagar Hindu Girls' School, Hughli.
Kotalpur M. S. H. E. School, 24 Parganas.
Kowarpur H. E. School, Burdwan.
Krishnaganj Samabaya Krishisilpa Vidyalaya, Midnapur.
Krishnagar Debnath H. E. School, Nadia.
Krishnagar Govt. Girls' H. E. School, Nadia.
Krishnagar High School, Nadia.
Kundala K. S. G. C. H. E. School, Birbhum.
Kurhmun H. E. School, Burdwan.
Kurseong Pusparani Roy Memorial H. E. School, Darjeeling.
Kurseong St. Alphonsus H. E. School, Darjeeling.
Kurseong St. Joseph's Girls' School, Darjeeling.
Kurumba Mukundalal H. E. School, Birbhum.
Kurunnahar H. E. School, Birbhum.
Kusumgram Tayeba Institution, Burdwan.
Kutipara Rural High School, Nadia.

L

Lakhuria H. E. School, Nadia.
Lakshipari H. E. School, Midnapur.
Lakshmisagar H. E. School, Bankura.
Lego Ram Brahmo R. K. Vidyapith, Bankura.
Lohapur Mahabir Ram Memorial H. E. School, Birbhum.

M

Madan Mohan Chak Chaudhury Institution, Midnapur.
Madhabnagar H. E. School, 24 Parganas.
Madhuban Goenka Vidyalaya, Bankura.
Madhyamgram Premamoyee Bidyarthi Bhaban, Burdwan.
Madpur H. E. School, Midnapur.
Magrahat Anglo-Oriental School, 24 Parganas.
Mahakalguri Mission H. E. School, Jalpaiguri.
Mahishadal Girls' H. E. School, Midnapur.
Mal Adarsha Bidyabhaban, Jalpaiguri.
Malangapara K. C. Bhattacharyya Institution, 24 Parganas.
Malda Akrurmani Coronation Institution, Malda.
Malda Barlow Girls' H. E. School, Malda.
Malda Town H. E. School, Malda.
Maldanga Rajendra Memorial Institution, Burdwan.

Mangalamaro Mangala Academy, Midnapur.
Mangalkot A. K. M. H. E. School, Burdwan.
Manikabasan H. E. School, Midnapur.
Manikpara H. E. School, Midnapur.
Mankar H. E. School, Burdwan.
Manoharpur Bandhab H. E. School, Midnapur.
Manoharpur Satyayatan Vidyapith, Bankura.
Marhtala Satyeswar Institution, Midnapur.
Masat H. E. School, Hughli.
Mathur Jatiram Memorial H. E. School, 24 Parganas.
Mathurapur Bahadur Singh Singhi H. E. School, Malda.
Mathurapur H. E. School, 24 Parganas.
Matiari R. S. M. H. E. School, Nadia.
Maukhali Gopinathpur Gaurabbala Vidyalaya, 24 Parganas.
Maukhali Union H. E. School, 24 Parganas.
Mayapur Thakur Bhaktibinode Institution, Nadia.
Mayna Peddie Memorial H. E. School, Midnapur.
Maynaguri H. E. School, Jalpaiguri.
Mejia H. E. School, Bankura.
Meral High School, Burdwan.
Midnapur Vidyasagar Vidyapith, Midnapur.
Milki H. E. School, Malda.
Mira H. E. School, Nadia.
Mirzapur Dwijapada H. E. School, Mursidabad.
Mithani H. E. School, Burdwan.
Mitrabhum H. E. School, Birbhum.
Mohanpur H. E. School, Midnapur.
Mohanpur Kumar Krishna G. C. Institution, 24 Parganas.
Mohar Brahmamoyee H. E. School, Midnapur.
Mohiary Ranibala Kundu Chaudhury Balika Vidyalaya, Howrah.
Mugkalyan Girls' H. E. School, Howrah.
Muhamadpur Deshpran Vidyapith, Midnapur.
Multi Peary Sreemanta Institution, 24 Parganas.
Murarai A. K. Institution, Birbhum.
Muthadanga Ramkrishna High School, Hughli.

N

Nabadwip Bangavani Institution, Nadia.
Nabadwip Saraswat Vidyamandir, Nadia.
Nabadwip Siksha Mandir, Nadia.
Nabadwip Tarasundari Girls' School, Nadia.
Nadanghat Rampuria H. E. School, Burdwan.

Nagharia H. E. School, Malda.
Naihati Municipal Girls' H. E. School, 24 Parganas.
Naikuri Thakurdas Institution, Midnapur.
Naimouza H. E. School, Malda.
Naipur Santisudha H. E. School, Midnapur.
Nalgoradham Baikuntha Vidyapith, 24 Parganas.
Nandanpur H. E. School, Midnapur.
Nandanpur Rupchand Academy, Hughli.
Nandigram Carmichael H. E. School, Midnapur.
Nangi H. E. School, 24 Parganas.
Nanoor Chandidas Memorial H. E. School, Birbhum.
Narajole Mahendra Academy, Midnapur.
Narayanbar H. E. School, Midnapur.
Nashipur H. E. School, Murshidabad.
Natibpur Bhudeb Vidyalaya, Hughli.
Natra H. E. School, 24 Parganas.
Nayabasan Mayurbhanj State Silver Jubilee H. E. School, Midnapur.
Nayansook L. N. S. M. H. E. School, Murshidabad.
Netajinagar Sripati Siksha Sadan, Midnapur.
Nimtala Vidyaniketan, Nadia.
Niramisha S. M. I. Q. H. E. School, 24 Parganas.
Nirman Adarsha Vidyapith, 24 Parganas.
Nischintapur R. D. H. E. School, 24 Parganas.
Nonachandanpukur Manmathanath H. E. School, 24 Parganas.
Natuk Vivekananda Vidyamandir, Midnapur.

O

Old Malda Kalachand H. E. School, Malda.
Onda H. E. School, Bankura.
Ondal H. E. School, Burdwan.

P

Padamati Union Rabimuddin H. E. School, Jalpaiguri.
Paharhati Golapmani H. E. School, Burdwan.
Paiker H. E. School, Birbhum.
Palashipara Gandhi Smriti Vidyapith, Nadia.
Paljor Namgyal Girls' High School, Gangtok (Sikkim State).
Panchanandapur Sukia H. E. School, Malda.
Panchanantala H. E. School, Burdwan.
Panchgram H. E. School, Murshidabad.

Panchla Azeem H. E. School, Howrah.
Panchrol H. E. School, Midnapur.
Pandaveswar Jarao Institution, Burdwan.
Panighata Umadas Memorial H. E. School, Nadia.
Panihati Girls' H. E. School, 24 Parganas.
Panihati Taranath H. E. School, 24 Parganas.
Paniparul Mukteswar H. E. School, Midnapur.
Panitar H. E. School, 24 Parganas.
Paramanandapur Jagannath Institution, Midnapur.
Paranpur H. E. School, Malda.
Parbatpur H. E. School, Burdwan.
Patiram H. E. School, West Dinajpur.
Patkabari H. E. School, Murshidabad.
Patrasayer and Bamira Gurudas Institution, Bankura.
Phansidewa H. E. School, Darjeeling.
Pirpur Jaynagar Udaychand Institution, Howrah.
Pirtala H. E. School, 24 Parganas.
Plassey H. E. School, Nadia.
Port Blair Govt. H. E. School, Andaman and Nicobar Islands.
Pownan Radha Rani H. E. School, Hughli.
Puinan H. E. School, Hughli.
Purashkanpur N. P. Vidyamandir, Howrah.

R

Radhapur H. E. School, Howrah.
Raghunathganj H. E. School, Murshidabad.
Raghunathpur H. E. School, 24 Parganas.
Ragra Raja Narasingha Malla Academy, Midnapur.
Rahara Ramkrishna Mission Boys' H. E. School, 24 Parganas.
Raiganj Coronation H. E. School, (Girls' Section), West Dinajpur.
Rajagram Sashibhushan Raha Institution, Bankura.
Rajballavpur Rangilabad Ramlal Memorial H. E. School, 24 Parganas.
Rajgram Vivekananda Hindu Vidyalaya, Bankura.
Rajnagar H. E. School, Birbhum.
Rajnagar Srinathgram Bani Vidyapith, 24 Parganas.
Rajoor Bandhab H. E. School, Burdwan.
Rajpur Padmamani Girls' H. E. School, 24 Parganas.
Ramanathpur Kumirmara Ashutosh Nanilal H. E. School, Hughli.
Ramchandrapur Raisuddin H. E. School, Midnapur.
Rameswarpur Nasiruddin H. E. School, 24 Parganas.
Rameswarpur Union Adarsha Vidyalaya, 24 Parganas.
Ramgarh Mokshadasundari H. E. School, Midnapur.

Ramjibanpur B. L. Institution, Midnapur.
Ramkrishnapur H. E. School, Howrah.
Ramnagar Rao H. E. School, Midnapur.
Ramnagar Shahora Union H. E. School, Murshidabad.
Rampurhat Girls' H. E. School, Birbhum.
Ranaghat Brajabala Girls' School, Nadia.
Rania Kultukari H. E. School, 24 Parganas.
Raniganj Gandhi Memorial Girls' School, Burdwan.
Raniganj Marwari Sanatan Vidyalaya, Burdwan.
Ranirchara Nabadwip Jatiya Vidyalaya, Nadia.
Rasulpur B. M. H. E. School, Burdwan.
Ratua H. E. School, Malda.
Rohini Choudhurani Rukmini Debi H. E. School, Midnapur.
Russa Sir Nripendranath Institution, 24 Parganas.
Russa Sir Nripendranath Institution (Girls' Section), 24 Parganas.

S

Sabang Saradamoyee H. E. School, Midnapur.
Sadi Khan's Dearah Vidyaniketan, Murshidabad.
Sadya H. E. School, Burdwan.
Safiadabad S. P. Vidyamandir, Midnapur.
Sagarbar H. E. School, Midnapur..
Sagardighi S. N. H. E. School, Murshidabad.
Sagarpore Asutosh H. E. School, Murshidabad.
Sahibkhali Nityananda H. E. School, 24 Parganas.
Saktinagar H. E. School, Nadia.
Salbani High School, Midnapur.
Saldiha H. E. School, Bankura.
Salgadia Schedule Academy, Midnapur.
Salipur H. E. School, 24 Parganas.
Salkia Balika Bidyalaya-O-Silpashram, Howrah.
Salkia S. S. M. M. Vidyalaya, Howrah.
Salkia Ushangini Balika Vidyalaya, Howrah.
Salkia Vikram Vidyalaya, Howrah.
Samudragarh H. E. School, Burdwan.
Sanko Chandrasekhar H. E. School, Burdwan.
Santipur Girls' H. E. School, Nadia.
Santipur Muslim H. E. School, Nadia.
Santragachi Bhanumati Girls' School, Howrah.
Sapatgram Sarbeswar H. E. School, 24 Parganas.
Sarbangapur Janakalyan Sangha Adarsha Vidyapith, Murshidabad.
Sarenga Mahatmajee Smriti Vidyapith, Bankura.
Sarisha Ramkrishna Mission Siksha Mandir, 24 Parganas.

Sarisha Ramkrishna Mission Sarada Mandir (Girls' School), 24 Parganas.
Sashati Nahala Abinash H. E. School, Howrah.
Sashati Nahala Kantaldaha Abinash H. E. School, Howrah.
Satgachi Sridharpur Abinash Institution, Burdwan.
Satmile H. E. School, Midnapur.
Sehara Bazar C. K. Institution, Burdwan.
Serampur Girls' High School, Hughli.
Serampur Town Academy, Hughli.
Sevayatan Vidyalaya, Midnapur.
Shahpur Harendra Nath Vidyapith, 24 Parganas.
Shahpur Sabitri Balika Vidyalay, 24 Parganas.
Shibganj Gujarpur Bishalakshmi H. E. School, Howrah.
Shibhati H. E. School, 24 Parganas.
Shibkalinagar Ishan H. E. School, 24 Parganas.
Shibpur Bhabani Balika Vidyalaya, Howrah.
Shibpur Janakalyan Sangha H. E. School, Nadia.
Shimurali H. E. School, Nadia.
Shirakol Judhisthir Nanilal H. E. School, 24 Parganas.
Shyamnagar Siddheswaritala Institution, Nadia.
Shyampur H. E. School, Hughli.
Silda Radhacharan Institution, Midnapur.
Siliguri Girls' H. E. School, Jalpaiguri.
Simlapal M. M. H. E. School, Bankura.
Simlon A. K. Institution, Burdwan.
Sitarampur Shikshaniketan, 24 Parganas.
South Bantra R. K. Institution, Howrah.
Sreebara H. E. School, Midnapur.
Srikhanda High English School, Burdwan.
Srirampur Agricultural H. E. School, Midnapur.
Sudarsanpur Dwarikprasad Uchcha Vidyachakra, West Dinajpur.
Sudhakarpur H. E. School, Nadia.
Sultanpur Tulsidas Vidyamandir, Burdwan.
Sundarban Adarsha Vidyamandir, 24 Parganas.
Suri R. T. Girls' H. E. School, Birbhum.
Susundighi H. P. H. E. School, Burdwan.
Susunnia Union H. E. School, Burdwan.

T

Taki Bhabanath H. E. School, 24 Parganas.
Taki Lalmadhab Girls' H. E. School, 24 Parganas.
Talibpur H. E. School, Murshidabad.
Tamluk Rajkumari Santanamoyee Girls' H. E. School, Midnapur.

Tangrakhali J. P. H. E. School, 24 Parganas.
Tantipara Nabakishore Vidyaniketan, Birbhum.
Tapan High School, West Dinajpur.
Tarai Adarsha Vidyalaya, Darjeeling.
Tarakeswar H. E. School, Hughli.
Tenpur Nabasan Anantaram H. E. School, Howrah.
Teor Krishnastami H. E. School, West Dinajpur.
Thakurnagar H. E. School, 24 Parganas.
Tikarapara H. E. School, Midnapur.
Tiluri Kripamayee H. E. School, Bankura.
Tirol H. E. School, Hughli.

U

Udang H. E. School, Howrah.
Udaynarayanpur Saradacharan Institution, Howrah.
Udaypur Kirit Bikram Institution, Tripura State.
Udayrampur Pallisree Sikshayatan, 24 Parganas.
Uluberia Binapani Girls' H. E. School, Howrah.
Ushagram Girls' H. E. School, Burdwan.
Usthi Kalicharan Pal Memorial Institution, 24 Parganas.
Uttarpara Girls' H. E. School, Hughli.

[Total number of Provisionally Recognised Schools—773]

RECOGNISED GIRLS' SCHOOLS, WEST BENGAL

(Separately shown)

CALCUTTA

Adarsha Hindi Girls' H. E. School.
Adi Mahakali Pathsala for Girls.
Anurupa Balika Vidyalaya.
Arya Kanya Mahavidyalaya.
Baptist Girls' High School.
Ballygunge Muralidhar Girls' School.
Ballygunge Vidyalaya and Silpa Sikshayatan.
Bani Mandir Girls' H. E. School.
Banipith Girls' H. E. School.
Bankim Ghose Memorial Girls' H. E. School.
Belgachia Kumudini Kanya Vidyamandir.
Beliaghata Deshbandhu High School (Girls' Section).
Beltala Girls' H. E. School.
Benepukur Vidyapith (Girls' Section).
Bethune Collegiate School.
Bharati Mahavidyalaya for Girls.
Binapani Purdah Girls' School.
Brahmo Balika Sikshalaya.
Calcutta Girls' Academy.
Calcutta Girls' High School.
Chetla Girls' High School.
Cossipore Institution (Girls' Section).
Deshapran Birendranath Institution (Girls' Section).
Deshbandhu Balika Vidyalaya.
Giribala Sarkar Balika Vidyalaya.
Girindra Balika Vidyalaya.
Gokhale Memorial Girls' H. E. School.
Jeeva Shiva Mission Kiran Ch. Girls' H. E. School.
Kalidhan Institution (Girls' Section).
Kalighat Mahakali Pathsala.
Kamala Girls' H. E. School.

Kidderpore St. Thomas School for Girls.
Kumar Asutosh Institution (Girls' Section).
Lake School for Girls.
Loreto Day School.
Loreto Day School for Girls.
Loreto Day School for Girls (Bowbazar Branch).
Loreto House.
Maharaja Cossimbazar Sabitri Sikshalaya (Girls' Section).
Manicktala Girls' H. E. School.
Marwari Balika Vidyalaya.
Matrijati Sevak Samity Girls' H. E. School.
Metropolitan Institution for Girls (Main).
Nari Siksha Mandir.
Oriental Seminary (Girls' Section).
Pearycharan Girls' School.
Presidency Girls' H. E. School.
Ramkrishna Mission Nivedita Girls' School.
Sakhawat Memorial High School for Moslem Girls.
Sarada Prasad Institution (Girls' Section).
Saraswati Balika Vidyalaya and Silpa Sikshasadan.
Sarojini Hindu Girls' H. E. School.
Shambazar Balika Vidyalaya.
Sir Romes Mitter Girls' School.
Sisu Vidyapith and Girls' H. E. School.
St. John's Diocesan Girls' High School.
St. Margaret's School (for Girls).
St. Mary's Bengali Girls' H. E. School.
Suniti Sikshalaya (Girls' Section).
Surah Kanya Vidyalaya.
United Missionary Girls' School.
Victoria Institution (for Girls).
Victoria Girls' School.

MURSHIDABAD

Berhampore Maharani Kashiswari Girls' H. E. School, Murshidabad.
Berhampore Girls' Mahakali Pathsala, Murshidabad.

NADIA

Krishnagar Govt. Girls' H. E. School, Nadia.
Nabadwip Balika Vidyalaya, Nadia.
Nabadwip Bangavani Institution, Nadia.
Nabadwip Tarasundari Girls' School, Nadia.
Ranaghat Brajabala Girls' School, Nadia.
Santipur Girls' H. E. School, Nadia.

24-PARGANAS

Baranagar R. K. Memorial Girls' School, 24 Parganas.
Baranagar Victoria H. E. School (Girls' Section), 24 Parganas.
Barasat Kalikrishna Girls' School, 24 Parganas.
Barrackpore Cantonment Girls' H. E. School, 24 Parganas.
Barrackpore Girls' H. E. School, 24 Parganas.
Basirhat Harimohan Dalal Girls' School, 24 Parganas.
Bhatpara Central Hindu Girls' School, 24 Parganas.
Dhakuria Benodini Girls' H. E. School, 24 Parganas.
Diamond Harbour Girls' School, 24 Parganas.
Dum-Dum Christ Church Girls' High School, 24 Parganas.
Dum-Dum K. K. Hindu Academy (Girls' Section), 24 Parganas.
Garden Reach N. B. Das H. E. School (Girls' Section), 24 Parganas.
Gobardanga Girls' H. E. School, 24 Parganas.
Jadabpur Bastuhara Vidyapith (Girls' Section), 24 Parganas.
Joynagar Institution (Girls' Section), 24 Parganas.
Kanchrapara Indian Girls' H. E. School, 24 Parganas.
Kasba Chittaranjan H. E. School (Girls' Section), 24 Parganas.
Khardah Priyanath Balika Vidyalaya, 24 Parganas.
Naihati Municipal Girls' H. E. School, 24 Parganas.
Nawabganj H. E. Balika Vidyalaya, 24 Parganas.
Panihati Girls' H. E. School, 24 Parganas.
Rajpur Padmamani Girls' H. E. School, 24 Parganas.
Russa Sir N. N. Institution (Girls' Section), 24 Parganas.
Sarisha Ramkrishna Mission Sarada Mandir Girls' School, 24 Parganas.
Shahpur Sabitri Balika Vidyalaya, 24 Parganas.
Taki Lalmadhab Girls' H. E. School, 24 Parganas.

Darjeeling

Darjeeling Maharani Girls' High School, Darjeeling.
Darjeeling Nepali Girls' H. E. School, Darjeeling.
Kalimpong Girls' High School, Darjeeling.
Kurseong St. Joseph's Girls' High School, Darjeeling.
Siliguri Girls' H. E. School, Darjeeling.
Sonada Our Lady's House, Darjeeling.

West Dinajpur

Raiganj Coronation H. E. School (Girls' Section), West Dinajpur.

Jalpaiguri

Jalpaiguri Girls' H. E. School, Jalpaiguri.
Jalpaiguri Govt. Girls' H. E. School, Jalpaiguri.

Malda

Malda Barlow Girls' H. E. School, Malda.

Cooch-Behar

Cooch-Behar Sunity Academy for Girls, Cooch-Behar.

Sikkim State

Paljore Namgayal Girls' H. E. School, Sikkim.

Bankura

Bankura Girls' H. E. School, Bankura.
Bishnupur Shibdas Central Girls' H. E. School, Bankura.

BIRBHUM

Bolpur Girls' H. E. School, Birbhum.
Rampurhat Girls' H. E. School, Birbhum.
Suri R. T. Girls' H. E. School, Birbhum.

BURDWAN

Asansol Manimala Girls' School, Burdwan.
Asansol Umarani Gorai Mahila Kalyan Girls' School, Burdwan.
Burdwan Harisava Hindu Girls' School, Burdwan.
Burdwan Municipal Girls' H. E. School, Burdwan.
Burnpur Girls' H. E. School, Burnpur, Burdwan.
Kalna Hindu Girls' School, Burdwan.
Raniganj Gandhi Memorial Girls' School, Burdwan.
Ushagram Girls' H. E. School, Burdwan.

HOWRAH

Bally Banga Sishu Balika Vidyalaya, Howrah.
Bally Girls' High School, Howrah.
Bantra Rajlaxmi Balika Vidyalaya, Howrah.
Howrah Girls' H. E. School, Howrah.
Mohiari Ranibala Kundu Chowdhury Balika Vidyalaya, Howrah.
Mugkalyan Girls' H. E. School, Howrah.
Salkia Ushangini Balika Vidyalaya, Howrah.
Salkia Balika Vidyalaya-O-Silpasram, Howrah.
Santragachi Bhanumati Girls' School, Howrah.
Sibpur Bhawani Balika Vidyalaya, Howrah.
Uluberia Binapani Girls' H. E. School, Howrah.

HUGHLI

Arambagh Girls' H. E. School, Hughli.
Baidyabati B. M. Institution (Girls' Section), Hughli.
Chandernagore Kasiswari Pathsala, Hughli.
Chandernagore Krishnabhabini Nari Siksha Mandir, Hughli.

Chandernagore Prabartak Nari Mandir, Hughli.
Chatra Nandalal Institution (Girls' Section), Hughli.
Chinsurah Balika Banimandir, Hughli.
Ghutiabazar Binodini Girls' H. E. School, Hughli.
Konnagar Hindu Girls' School, Hughli.
Serampur Girls' High School, Hughli.
Uttarpara Girls' H. E. School, Hughli.

Midnapur

Aliganj Girls' School, Midnapur.
Contai Chandramoni Barhmo Girls' H. E. School, Midnapur.
Hanschara Sindhubala Memorial Girls' High School, Midnapur.
Jhargram Rani Binode Manjori Govt. Girls' H. E. School, Midnapur.
Mahisadal Girls' H. E. School, Midnapur.
Midnapur Mission Girls' High School, Midnapur.
Tamluk Rajkumari Santanamoyee Girls' H. E. School, Midnapur.

Tripura State

Agartala Maharani Tulsibati Girls' H. E. School, Tripura State.

Manipur State

Imphal Tamphasana Girls' H. E. School, Manipur State.

[Total number of Girls' Schools—153]

INSTITUTES AND DEPARTMENTS OF THE UNIVERSITY

UNIVERSITY COLLEGE OF ARTS

Department of English Literature and Language

One of the important results of India's long political connection with Britain was the emphasis which had to be placed on the study of English in schools and colleges of this country. For long it has been the major subject to be studied by Indian students. Study of English literature not only opened to the Indian mind its rich treasures but inured it to the long traditions of liberty which the British people prized and fought for and which had entered deeply into the texture of that literature. English language again became the medium of India's contact with the outer world and helped in bringing Indian mind into intimate touch with the thoughts and ideals of the West. But looked at from another angle, it was pathetic and even tragic to find the energy of young boys and of girls as well being so largely exhausted in vain attempts, spread over a dozen years, to master this foreign tongue to the neglect of many other subjects, the cultivation of which during that period would bring pleasure to their studies, strength and discipline to their intellect.

There is, however, no denying the fact that whatever the cost, a large number of men not only mastered the language and wrote and spoke in that language in a manner which was the despair even of many who were born to it. Speeches of Lalmohan Ghose and Rashbehary Ghose were models of diction and style. In composition of poetry in English language Toru Dutt, Sarojini Naidu and Monomohan Ghose not only greatly excelled but made for themselves a place in any honest history of English literature. In prose composition the names of Govind Dutt and Lalbehary De will not easily be forgotten.

But a systematic research either in its linguistic characteristics or in its literary traits had not been attempted by the alumni of our colleges, either as they stood in pre-University days or as they were constituted after the University came into being. It was, in fact, to provide for higher teaching in English language and literature and stimulate original investigation in their different aspects, that the

University opened its own post-graduate classes in English and appointed some teachers for the purpose. Between 1910 and 1916, however, only a small beginning was made. Two Professors were appointed in the persons of R. Knox and H. Stephen and associated with them was a small body of scholars including Roby Dutt, H. C. Mookerjee and H. C. Maitra.

But in 1917 when post-graduate studies were stabilized under the control of Councils of Post-Graduate Teaching, the Department of English was also expanded and it had thenceforward one or two Professors and a full contingent of lecturers. After the death of H. Stephen which took place in 1927 Jaygopal Banerjee, M.A. was appointed to the Professorship and held it till 1936. When he retired in that year, H. C. Mookerjee who had been previously associated with the department but later filled the offices of Secretary, Council of Post-Graduate Teaching in Arts and Inspector of Colleges, took his place. H. C. Mookerjee was succeeded by M. M. Bhattacharyya who retired on 31st May, 1955 and gave place to the present incumbent, Miss A. G. Stock, B.A. (Oxon) who joined as the Head of the Department of English on and from 3rd March, 1956. The department is now served in addition to one professor, by five whole-time teachers, four part-time teachers and three honorary part-time teachers.

The course comprises English literature of different periods, a connected History of English literature, origin and growth of the English language, and the history of English literary criticism. The course is divided into two groups—A and B. The first four papers are common. Group A includes in addition English literature from 1832 to present times, while Group B includes in addition Old and Middle English literature and growth of English language.

Until recently the popularity of the English classes was immense. For the last two sessions, however, this popularity has been on the wane and the number of candidates is dwindling. Possibly this reaction, born of the new political status of the country, is only temporary and the importance of the study of English literature will re-assert itself when things settle down after a time.

Department of Sanskrit

When the New Regulations were adopted under the Indian Universities Act of 1904, the University felt that there were several

very important reasons for it to provide facilities for higher teaching of Sanskrit under its own auspices. First, the teaching of the Vedas had been sadly neglected so far and some arrangement for the revival of Vedic studies was very much necessary. Secondly, it was essential that the University should take the lead in teaching several branches of Sanskrit according to modern scientific methods which were not as a rule followed even in the college department of the Sanskrit College and other affiliated colleges, not to speak of the *tols* and other centres of Sanskrit learning where old traditional lines were unflinchingly stuck to. Thirdly, an atmosphere for original research should be created in the province and this could best be done only by the University taking over higher instruction under its own care.

The Sanskrit department of the University was started with a provision for the study of the Vedas, for which little opportunity was available elsewhere. In 1907 the University appointed Acharyya Satyabrata Samasrami who had devoted a life-time to the Vedic studies, to deliver lectures to advanced students on the Vedas, and along with him several other reputed scholars in Sanskrit for teaching in different branches of Sanskrit learning.

During the next few years stimulus was given to Sanskritic studies by the appointment as University Readers, of many Professors of European Universities, who had become distinguished by their researches in Sanskritic subjects, *viz.*, Professor Pischel, Professor Hermann Oldenberg of the University of Gottingen, Professor Hermann Jacobi of the University of Bonn, Professor Sylvain Levi of the College de France and Professor Winternitz. It is a matter of great satisfaction that the history of Sanskrit literature which this last scholar had started was finished after his death by two scholars of eminence of this University. European scholars who undertook the responsibilities of Readership in this University made definite contributions to the growth of modern Sanskritic studies with which we are familiar today. Apart from creating that atmosphere in which alone there might be higher pursuits of learning, they initiated our scholars to modern and critical and historical methods to which Sanskritic scholars in this country had not been amenable before.

A comprehensive syllabus was drawn up in 1917 for conducting M.A. studies in Sanskrit in nine groups. The first four papers were compulsory for each group. But the remaining four papers were to be studied in one of the nine groups, *e.g.*, Literature, The Vedas,

Smriti and Mimansa, Vedanta, Sankhya-Yoga, Nyaya-Vaisesika, General Philosophy, Prakrit, Epigraphy and Iconography. This arrangement continued till 1940 in which year the department was further developed by the addition of five new groups, *e.g.*, Vaisnavism, Hindu Law, Jainism, Saivism and Mixed.

The department at first consisted only of lecturers. It was in 1926 that Asutosh Professorship of Sanskrit was created, and the first incumbent of the Chair was Bhagabatkumar Goswami Sastri, M.A., PH.D. who was followed in 1934 by Prabhatkumar Chakrabarti, M.A., PH.D. After the premature and much lamented death of the latter Pandit Vidhusekhar Sastri was appointed to the Chair and continued till 1942. After the retirement of Pandit Vidhusekhar Sastri, Satkari Mukherjee was appointed to the Chair and continued till 31st May, 1955. The present incumbent of the Chair is Asutosh Sastri, M.A., PH.D. Besides the Professor, there are eight whole-time teachers, six part-time teachers and six honorary part-time teachers.

One of the important features of the department is its Manuscript section. The manuscript collection is large and is growing every day. The section includes a collection of Tibetan Xylographs which is looked after by a curator who is also a lecturer in the department. There is further in the section a good collection of Buddhist Agamas, presented to the University by the Government of China. Many of the manuscripts which have never before been published require careful editing and publication. To this end the department set up a Publication Committee under whose auspices the publication of a series called the "Asutosh Series" has already been undertaken. The Head of the department is the general editor of the series and five works have already been published.

Department of Pali Studies

As long ago as in 1882 Pali was included in the curriculum of studies for the M.A. examination and, in establishing the Department of Pali studies under the Council of Post-Graduate Teaching in Arts, the objective of the University was to open out to its advanced students an opportunity for a comprehensive study of that distinct and wide-spread civilization which Buddhism represented.

Buddhist civilization has to be approached from such varied aspects as linguistic, literary, epigraphic, social, religious, historical

and philosophical. The original sources of knowledge in this regard are accessible through such languages as Pali, Prakrit, Mixed Sanskrit, Sanskrit, Tibetan and Chinese. It was, therefore, necessary that there should be a central department specially intended to guide studies and conduct researches in Buddhism, and the Pali department was given that role. But it has to carry out its responsibilities with the assistance and co-operation of such sister departments as those of Sanskrit, Ancient Indian History and Culture and Comparative Philology.

The syllabus of Pali for the M.A. Exmination prepared in 1900 was revised thrice—first in 1906, then in 1917 and finally in 1936. Of the eight papers included in the syllabus at present for post-graduate students, five are compulsory and they are concerned with the study of different aspects of Buddhism. The remaining three papers are devoted to one of the five groups of studies, *e.g.* (*i*) Literature, (*ii*) Philosophy, (*iii*) Epigraphy and History, (*iv*) Mahayana Literature and Philosophy and (*v*) Art and Iconography.

Satischandra Vidyabhusan, M.A., PH.D. was first put in charge of the department. After his death in 1924, Benimadhab Barua, M.A., D.LIT. (Lond.) was placed in charge. He was raised to the status of a Professor in the following year and served in that capacity with great distinction and ability till his sudden death early in 1948. Since 1950 Nalinaksha Datta, M.A., D.LIT. (Lond.) has been in charge. In addition to the Professor there are three whole-time lecturers and the services of lecturers from other departments are requisitioned from time to time by the Pali department. Associated with the department of Pali are two feeder departments of Tibetan and Chinese. In addition to two instructors maintained in these departments, two Research Fellows of the Pali department take part in their work and utilise Chinese and Tibetan sources for their research work.

DEPARTMENT OF MODERN INDIAN LANGUAGES

The Regulations which were framed under the Indian Universities Act of 1904, provided for the first time for a test of the knowledge of the candidate's own vernacular in the University examinations from Matriculation to Graduation. The object even then was not so much to test the acquaintance of the candidate with the literatures which had been produced in such languages as it was to test their power to practise composition in them.

consequently the question of starting any post-graduate course in Indian languages and literatures did not arise immediately.

Asutosh Mookerjee took the initiative in the matter in 1912 by conferring a Fellowship in Bengali Language and Literature upon Dineschandra Sen, who had already done some pioneering work in collecting materials for the investigation of systematic history of the Bengali language and literature. The Fellowship was founded out of the income of an endowment made by S. K. Lahiri, the famous book-seller and publisher of Calcutta, in memory of his parents, and the Fellowship was named after his father, Ramtanu Lahiri, who was one of the most illustrious teachers in the early years of English education in this province.

The lectures which Dineschandra Sen had already delivered as University Reader attracted the attention of the educated public to the resources of the Bengali language and its potentialities and created an atmosphere in which it was possible for a demand to be made for suitable provision for the higher study of the Bengali language and literature as a part of the post-graduate courses of the University.

In 1912 the Nobel Prize for Literature was conferred upon Poet Rabindranath Tagore. This at once brought out into relief the extent of development which had taken place in the literature and language of the province and accordingly quickened the demand for a provision of higher studies of the subject. No wonder that Devaprasad Sarvadhikari, the Vice-Chancellor, was constrained to observe in his Convocation Address in 1916 that while the University insisted on some acquaintance with the vernacular language up to the B.A. stage, "many think that the inclusion of the M.A. stage in this development ought not to be long deferred."

Accordingly in 1919 the Department of Modern Indian Languages for post-graduate studies was set up. The objective was not merely to offer facilities for the higher study in Bengali language and literature but also to facilitate an intensive comparative study of the major Indian languages, with a view to finding out their common cultural and philological background. The syllabus, therefore, included the study not only of the Bengali language but other major Indian languages as well. The syllabus underwent modifications from time to time. In the present syllabus there is provision for one language course for (*a*) Bengali, (*b*) Oriya, (*c*) Assamese, (*d*) Hindi and (*e*) Urdu. A combined course in Modern Indian Langu-

ages was introduced in the syllabus from the M.A. Examination of 1953. Under this syllabus students are to take—

Papers I and II—One of the following languages: Bengali, Hindi, Oriya, Urdu, Assamese and such other language as may be added from time to time to the list.

Papers III and IV—Another language from the above list not selected for Papers I and II. Papers V—Sanskrit and Persian. Paper VI—Middle Indo-Aryan Texts. Paper VII—General History of Indo-Aryan languages. Paper VIII—History of the literature of the languages selected for Papers I to IV.

The one language course has to be studied intensively in all aspects, *e.g.*, its historical and comparative grammar, its literature both in its historical evolution and in the critical and analytical study, and appreciation of its selected prose, poetry and drama texts.

There are also excellent fields for original research and investigation in the study of these languages. Already many dark corners have been lighted as a result of investigations carried on by the teachers and research scholars of the department. Professor Dineschandra Sen was of course the path-finder. Many old manuscripts of Bengali books which had been lying hidden in out-of-the-way places throughout the country were unearthed by Dineschandra Sen, which provided materials for his pioneer work on the History of the Bengali Language and Literature. Sen had also applied his energy to the collection of popular ballads, songs and stories, which proved delectable as literature when published for the first time by him.

While unearthing old manuscripts, determination of their proper reading and editing them on a scientific basis have claimed a good deal of attention of the members of the staff, who have also devoted their time and attention to the critical study of the different aspects of modern Bengali literature. A critical historical study of the Bengali language has also been pursued by the department in co-operation with the department of Comparative Philology. The poet Rabindranath Tagore was for a period associated with the Department as a Professor. Khagendranath Mitra was then in charge of the Department as Ramtanu Lahiri Professor. The poet's association with the Department was an inspiration to the students and the teachers alike.

Mitra is still associated with the department as Emeritus Professor since his retirement in 1946. After the retirement of Mitra,

Srikumar Banerjee was appointed to the Chair and he continued till 3rd August, 1955. Sasibhusan Dasgupta is now occupying the Chair. The department is now served, in addition to the Professor, by eight whole-time teachers, one reader, three part-time teachers, two honorary part-time teachers (including one reader and two part-time teachers for Hindi).

Department of Arabic and Persian

After the formulation of the New Regulations under the Indian Universities Act, 1904, the University proceeded to make its own arrangements for post-graduate study of Arabic and Persian also as in other subjects. These subjects were prominently in the mind of Asutosh Mookerjee, the Vice-Chancellor. In his Convocation Address in 1909 Asutosh deplored the lack of proper facilities for the acquisition of learning in Arabic and Persian according to modern and scientific methods. In 1913 Asutosh took the first step in the organization of the department in the University, and in that year teaching arrangements were made for M.A. students in these languages in the University with three distinguished men as lecturers. They were Shamsul-Ulama Mahmood Gilani, Zuhhadur Rahim Zahid Suhrawardy and Aga Muhammad Kazim Shirazi.

In 1917 when the Council of Post-Graduate Teaching in Arts was set up, the teaching staff was strengthened by the addition of two more lecturers whose work was again supplemented to some extent by the lectures of I.J.S. Taraporewala who had been appointed Professor of Comparative Philology. Asutosh Mookerjee was not, however, quite satisfied with the arrangement he had succeeded in making. S. Khuda Buksh has left it on record that Asutosh aimed at making the University of Calcutta a great centre of Islamic studies conducted on scientific lines. To this end "he hoped to gather here not only Indian scholars of note but also European scholars of renown." But death claimed him, and the work left unfinished by him had to be taken over by others.

In 1926 one additional whole-time lectureship and two part-time lectureships were created and appointments to them were made. The Senate also created for the first time a Professorship of Arabic and Persian to be named after Asutosh, but appointment to the Professorship was made for the first time in 1929 in the person of M. Z. Siddiqi, M.A., B.L., Ph.D. (Cantab) who continues to lead the

department to-day. At present in addition to the Professor there are five whole-time teachers. The principles followed in selecting the staff were to combine in the department traditional learning with modern methods and outlook. Among those who served the University in the advancement of Arabic and Persian learning were such distinguished names as those of the late Abdulla Suhrawardy who was among the first batch of scholars to receive the degree of Doctor of Philosophy in this University on his thesis on Islamic Jurisprudence, and Viscount Santa Clara, a scholar of Spanish origin, who after passing through the full gamut of western education took to Arabic learning and mastered it fully in contact with Arabic scholars of renown in Egypt.

For the M.A. Examination in Arabic four papers are compulsory and the remaining four papers may be studied in any one of the six groups prescribed for the purpose. Among the compulsory subjects are (*i*) History of Islam in Arabia, Persia and Mediterranean countries, (*ii*) History of Arabic Language, (*iii*) Arabic Grammar, Rhetoric, *etc.* (*iv*) Modern Arabic and Essay. Group A is concerned with the study of Literature, Group B with History, Group C with the Quran and the Tafsir, Group D with Hadith, Group E with Ilmu'l Kalam and Philosophy and Group F with Philology and Grammar. In Persian also the first four papers are compulsory and include (*i*) General History of Pre-Islamic and Islamic Persia and General History of Islamic India, (*ii*) History of Persian Literature, (*iii*) Philology and Rhetoric, *etc.* and (*iv*) Modern Persian and Essay. The remaining four papers may be studied in any of the five groups—(*i*) Literature, (*ii*) Historical Literature (Persian), (*iii*) Historical Literature (Indian), (*iv*) Philosophy and Mysticism and (*v*) Philology. In view of the political changes in the country and the necessity of establishing better cultural relations between India and the Middle East, the department is contemplating an increase in importance of modern Arabic and modern Persian in the syllabus.

Teachers in the department have, in addition to their lecture work in the post-graduate classes, to undertake research work in different branches of Arabic and Persian culture.

Department of Comparative Philology

In 1913 Professorship of Comparative Philology was created and Otto Strauss was appointed to it. His tenure of office was not long.

Being of German nationality he was treated as an enemy alien by the Government on the outbreak of the first World War in 1914. The Chair remained vacant for sometime but the teaching work was continued by other members of the staff including Roby Dutt. In 1917 post-graduate studies were placed on a new footing and on that occasion the vacant Professorship of Comparative Philology was filled by the appointment of I. J. S. Taraporewala, and Comparative Philology was made a separate department under the control of the Council of Post-Graduate Teaching in Arts. Four years later, in 1921, Suniti Kumar Chatterji who had already made some distinct contributions to our knowledge of Indian Linguistics, was appointed to the Chair of Indian Linguistics and Phonetics created by the endowment of the Raja of Khaira. When Taraporewala left the University, the Professorship held by him was not continued and Prof. Suniti Kumar Chatterji remained in charge of the department. He retired in 1952 and the Chair of Indian Linguistics and Phonetics has been taken by Sukumar Sen. Apart from one Professor, there are two whole-time teachers in the department. All of them not only carry on with the work of the department but also help in the teaching of philology of classical and modern languages in other departments.

The number of students which Comparative Philology could attract to its classes has always been small. But there has been in fact a steady flow. It is only pertinent here to point out that through the efforts of the department some new windows of knowledge have been opened and some new approaches to old subjects made. Professor Chatterji's "Origin and Development of the Bengali Language" is an important landmark in the history of the study of Indian Linguistics. Sukumar Sen's "The Old Persian Inscriptions of the Achaemenian Emperors" represents a pioneer study of the subject from the Sanskritic point of view.

Department of Philosophy

In 1912 George V Professorship of Philosophy was created and early in the following year Brajendranath Seal was appointed to it. Seal was a scholar of outstanding eminence in the country. The few pieces of his writings which have survived bear eloquent testimony both to his wide sweep of learning and to his originality of ideas. But his position in the world of scholarship was not to be

judged by these writings alone. His chief contribution to the growth of Indian scholarship lay in enriching the mind of other scholars. He was for them the path-finder, indicating to them the lines of enquiry and suggesting to them the meaning and significance of facts which they might collect. Associated with Seal in post-graduate work were such scholars as Hiralal Haldar, J. R. Banerjea, A. C. Mitter and P. D. Sastri.

In 1917 when post-graduate studies were finally centralized in the University, the staff was further extended and younger scholars had opportunity of being associated with the department. In 1921 Seal left for Mysore and his place at Calcutta was offered to and accepted by Prof. Sarvepalli Radhakrishnan. With periodical absence he remained at the head of the department of Philosophy till 1941, in which year he left Calcutta to undertake the Vice-Chancellorship of the Hindu University at Benares. But his connection with this University still continues. He is today associated with it as Emeritus Professor of Philosophy. He was succeeded by Prof. Surendranath Dasgupta, who retired after holding the office for three years. After the retirement of Surendranath Dasgupta, Susilkumar Maitra was appointed to the Chair and he continued in this office till May, 1955. The next Brajendranath Seal Professor (formerly George V Professor) was Satischandra Chatterjee, M.A., PH.D. Apart from the Professor there are five whole-time teachers and five part-time teachers and two honorary part-time teachers. The subjects the students have to study are History of Ancient and Mediaeval European Philosophy, History of Modern European Philosophy, Oriental Philosophy, Theory of Knowledge and Metaphysics, and one of such subjects as Psychology, Logic, Ethics and Social Philosophy, Philosophy of Religion, Special branch of Indian Philosophy, Political Philosophy and Aesthetics.

Professors and lecturers of the department, apart from lecturing to the classes and guiding the work of research students, have independently contributed much to the extension of philosophical knowledge by bringing out books and publishing papers.

Department of Economics

Under the old Regulations of the University, which were effective up to 1909, Economics was not a subject to be studied exclusively for either the first or the second degree examination. It

was only a part of the History syllabus. Under the new Regulations framed under the Indian Universities Act of 1904, the University of Calcutta made provision for studies in Economics both for the B.A. Honours and the M.A. Examinations, but as the syllabus of studies in this subject included both economic theory and practice and political theory and practice it was known as Political Economy and Political Philosophy. For the Master's degree Economics and Political Science have, however, been separated since 1948.

In 1908, under the new Regulations, the first Professorship, *viz.*, the Minto Professorship which the University set up was that in Economics. This Professorship was maintained out of an annual grant from the Government of India till 1940, when the University was informed that the Government of India would no longer continue the grant. The University had, therefore, to undertake the responsibility of maintaining the Chair out of its own funds, and the name of the Professorship was changed to University Professorship of Economics.

The first Professor was appointed in the person of Monoharlal who had attained high honours in the subject in Cambridge and who in later days became a prominent figure in the public life of his province, the Punjab. When his term of five years was over, his place was taken by C. J. Hamilton. The latter gentleman was succeeded in 1919 by Dr. P. N. Banerjea. Dr. Banerjea was at the helm of economic studies of the University till 1935. Dr. Jitendra Prasad Niyogi has since then been occupying the Chair.

After the first appointment of the Minto Professor, University classes in Economics became increasingly popular and he had to be assisted by other teachers. Accordingly the Minto Professor was given the assistance of several other teachers, some of whom were called Assistant Professors and some as Assistants to the Professor. After the inauguration of post-graduate studies in 1917, the department came to consist of the Minto Professor, another Professor and a number of lecturers, some being whole-time servants of the University and some serving in a part-time capacity. At present the department is headed by the University Professor and includes one Professor of Industrial Finance (financed by the Reserve Bank of India for a term of five years for the present), one Reader and five whole-time teachers and three part-time teachers and two honorary part-time teachers.

The syllabus which has recently been adopted for the M.A.

Examination includes History of Economic Thought, Economic Theory (two papers), Public Economics, Modern Economic Development, Indian Economics and one special subject consisting of two papers, *e.g.*, Currency and Banking, International Trade and Tariff, Statistics and Demography, Mathematical and Analytical Economics, Agricultural Economics and Labour Problems.

Original investigation and research in economic problems which it was the intention of the University to foster through the department have been systematically carried on by the teachers and research scholars attached to it.

Department of Political Science

The Department of Political Science was started with effect from the beginning of the session 1948-49. Some of its important branches had already found place in the syllabus of History, *e.g.*, Comparative Politics, International Law, and Constitutional Development of both India and other British Dominions. The subject itself was given systematic attention in the syllabus prescribed for Economics (Group B) for the M. A. Examination. Students there, in addition to a detailed study of principles of Economics and some important factors of Indian Economics, were required to study Political Theory both in its historical evolution and in its current contributions. They had besides to read one of the several special subjects, *e.g.*, Public International Law, Comparative Politics, Sociology and Constitutional and Administrative Law.

Importance of the subject was, however, daily growing and necessity was felt for releasing it from its dependence upon "allied disciplines of History and Economics". In this regard some of the Universities in the United Provinces had taken the lead and started separate Political Science Course for the Degree Examinations. In Calcutta for years the opinion was held that Political Science by itself might not have the dignity and status as a discipline which existing continued courses were known to possess. Political changes in 1947 and the consequent new status which India achieved however stimulated the demand for an independent Political Science course which would offer to post-graduate students a larger opportunity for acquiring greater mastery of political theory, constitutional organisation, public administration and finally, international relations, and thereby utilizing themselves in increasing number as

men trained in problems of foreign affairs and in the methods of conducting international relations.

Of the eight papers incorporated in the syllabus, six are compulsory and include such branches of the subject as Social and Political Theory, History of Political Thought, Current International Relations, Comparative Governments, Government of India and Pakistan and Public Economics including Public Finance. There are in addition two special subjects to be taken by each student from among Early Political Institutions, Public International Law, Indian Political Thought, Public Administration and Administrative Law, Constitutional Law, Sociology and Social Psychology, Social Anthropology and Applied Sociology, Local Government, Private International Law, and History of Diplomacy.

D. N. Banerjee, who had been the Head of the Department of Political Science and Provost of Jagannath Hall, University of Dacca, was brought in as University Professor of Political Science. He is the Head of the Department and is assisted by four whole-time teachers, seven part-time teachers and three honorary part-time teachers.

Department of History

The Department of History for the M.A. students was first started in the University in 1912. By 1916 the number of teachers who took up the teaching work and who at the same time carried on researches in branches of history grew to a respectable figure. In 1917 when post-graduate studies were concentrated in the University the staff had to be considerably expanded in order that different branches of history as provided for in the syllabus might be adequately dealt with. It may be mentioned in this connection that although Ancient Indian History and Culture is now accommodated as a separate department, there was until 1932 one Board of Higher Studies to supervise and control both History and Ancient Indian History and Culture. In other words the subjects were two but the Department was one. In 1932 Ancient Indian History and Culture was placed under a separate Board of its own.

The present syllabus in History includes the study of six compulsory subjects, one subject for special study covering two papers. The compulsory subjects are (*i*) a selected period of the History of Bengal (1707-1795), (*ii*) History of India (1858-1950), (*iii*) Modern

History of Asia, (*iv*) A selected period of English Constitutional History, the period since 1485, (*v*) International Law and (*vi*) History of European Political Thought. The special subjects include (*i*) A selected period of Modern European History (1871-1939), (*ii*) Selected period of Ancient Indian History (circa 200B. C.-550A. D.), (*iii*) Selected period of Early Mediaeval Indian History (Northern India from the middle of the 10th Century to 1320A.D. with special reference to the history of the Rajputs), (*iv*) Selected period of later Mediaeval Indian History (1658-1761) with special reference to the history of the Sikhs and the Marathas, (*v*) Selected period of Modern Indian History with special reference to the history of the Sikhs and the Marathas (1703-1840), (*vi*) History of Islam under the Umayyads and the Abbasids, (*vii*) Modern Constitution, (*viii*) Economic History of Modern India and (*ix*) History of the U.S.A.

So long as the two subjects—History and Ancient Indian History and Culture—were combined in one Department, there were two Professors attached to the Department, e.g., Carmichael Professor of Ancient Indian Culture and Civilization and Bagiswari Professor of Fine Arts. The Asutosh Professorship of Mediaeval and Modern Indian History was created later and the first appointment was made to it in 1931. So when in the following year Ancient Indian History and Culture was given a separate Department of its own, the History Department came to have only one Professor, e.g., Asutosh Professor of Mediaeval and Modern Indian History. The first holder of this Chair was Dr. Surendranath Sen, M.A., PH.D., D.LIT. (Oxon.), who left the University to become the Director of National Archives at New Delhi in 1939. After S. N. Sen, Indu Bhusan Banerjee, M.A., PH.D. was appointed to the Chair and he continued till 31st May, 1955. The present incumbent of the Chair is Narendrakrishna Sinha, M.A., PH.D. who is assisted by five wholetime lecturers, five part-time teachers and two honorary part-time teachers.

Department of Ancient Indian History and Culture

In his Convocation Address in 1911, the Vice-Chancellor, Asutosh Mookerjee, regretted the absence of any systematic study of our ancient history and culture. "I take the term History", he observed, "in its widest sense as inclusive not only of political history and history of external relations, but also history of culture, of literature, of philosophy, of arts, and of the sciences. That Indian History in

this sense has a special claim on Indian learned institutions will hardly be contested." He therefore welcomed cordially a handsome donation from Maharaja of Cossimbazar for promoting research in the domain of the history of ancient Indian Mathematics and Astronomy. In the year following, the Professorship of Ancient Indian History and Culture named after the then Governor of Bengal, Lord Carmichael, was created and in 1913 George Thibaut who had already given striking evidence of original scholarship in the realm of Sanskritic studies, was appointed as the first Carmichael Professor. His place was taken in 1917 by D. R. Bhandarkar who continued in the Chair till 1936, in which year he was succeeded by Professor Hemchandra Raychaudhury, M.A., PH.D. On the retirement of the latter in 1952, the present incumbent of the Chair, Jitendranath Banerjee, M.A., PH.D. was appointed to the Professorship.

At first the duties of the Carmichael Professor were to undertake research work himself, deliver lectures on subjects on which he had carried on original investigation and to guide research studies of advanced students. He had no department to lead or classes to take. But soon Ancient Indian History and Culture was included as a special paper in the general History course and shortly afterwards a comprehensive syllabus was drawn up in order that in their M.A. stage students who had necessary equipment and interest, might concentrate on this subject alone. So an M.A. degree in Ancient Indian History and Culture was instituted, though the teachers lecturing on different aspects of the subject continued to be part and parcel of the History department. In 1932 a separate department of Ancient Indian History and Culture was constituted. The department is headed by Carmichael Professor of Ancient Indian History and Culture and includes one other Professor, namely, Bagiswari Professor of Fine Arts. There are also at present in the department six whole-time lecturers and two honorary part-time teachers and one whole-time tutor.

The syllabus drawn up for the department has been comprehensive. The courses of study include general history of the Vedic and Epic India; Political history of India from 600 B.C. to the Muhammedan conquest; Historical Geography of Ancient India; Indian Epigraphy; Numismatics; Fine Arts and Iconography; Social and Constitutional History of Ancient India; Vedic and Pouranic religion; Jainism and Buddhism; Hindu Mathematics and Astronomy; and Anthropology. Each of the teachers taking one or more of

these subjects has specialized in his branch or branches of study and has done intensive research work in such branches. His lectures are, in fact, very largely based upon materials he has himself collected by detailed investigation.

The department has during the last three decades of its existence contributed much to the enrichment of our knowledge of the ancient history and culture of this country. It should be emphasized in this connection that establishment of the Asutosh Museum under its able Curator, D. P. Ghosh, has given further impetus to the work of the department.

Department of Islamic History and Culture

This department was established in 1940. The importance of the study of this subject was fully appreciated when arrangements for establishing and stabilizing post-graduate teaching were made under the auspices of the University, and during the period from 1908 to 1916, in which the foundation was being laid for the University to become a teaching and research institution, S. Khuda Buksh was appointed Assistant Professor of History to lecture on the early history of Islam and its cultural and institutional ideals. For more than two decades the study of Islamic History and Culture was included either as a part of the syllabus of History or as a part of Arabic and Persian studies. It could not be developed into a subject by itself, to be studied on a wide and comprehensive basis, on account of financal stringency through which the University was then passing.

In 1923 Asutosh Mookerjee emphasized, in an address to the Bihar and Orissa Research Society, the opportunity which awaited scholars for research in the unexplored field of Islamic History and Culture. About a decade later P. N. Banerjee, ex-Vice-Chancellor, suggested the establishment of a separate department of Islamic History and Culture for the study of the subject on a comprehensive basis. But lack of funds still stood in the way. At last in 1940 the department was established and a Professorship was created in the department in 1941.

The courses of study, which the department has undertaken to teach, include the Rise of Islam and the Caliphate, History of Islam in India, Modern History of such Islamic countries as Turkey and Iran, Geography in relation to Islamic History, Islamic Religion in

principle and practice, Islamic Philosophy, Administrative and Political Organization under Islam and some other ancillary subjects. After the termination of the war the University invited Professor Hasan Ibrahim Hassan D.LITT. (Cairo), D.LIT. (Lond.) of the University of Cairo to accept the Professorship and the Senate in 1946 appointed him to the Chair, but he could not join the appointment owing to political situation in his country. Since then appointment to the Professorship could not be made owing to various difficulties. The department is staffed by one Reader as Head of the department, four whole-time teachers, three part-time teachers and a number of honorary part-time teachers. Besides, one Research Fellow and one scholar are attached to the department. The Asutosh Professor of Arabic and Persian acted for some time as Head of the department. At present the Reader in the department is in its charge.

During the sixteen years that the department has been in existence it has made itself increasingly popular to advanced students. Apart from the fact that Islamic History, both in its early growth in the land of its origin and in its later expansion to India, offered for scientific exploration a rich and fruitful field which no University could ignore, there was also a special objective behind the establishment of the department. It was expected that a liberal and comprehensive study of Islamic History and Culture would help considerably in removing many popular misconceptions about the teachings of Islam and its history and might contribute in a handsome manner to the growth of inter-communal toleration and understanding.

Department of Education

In response to the great demand in the province for trained teachers, B.T. classes were started under the auspices of this department in 1940 and in 1949 were added M.A. and M.Sc. classes in Education. So at the present time this department caters to the need of trained teachers in the country first by providing one year's training to graduate teachers who study for admission to the degree of Bachelor of Teaching and secondly by providing post-graduate training of two years in Education to those who have already been admitted to the degree of Bachelor of Teaching or who may otherwise have studied Education in their B.A. or B.Sc. course.

A. N. Basu, M.A. (London) was appointed Head of the department when it was first opened in 1935. On his leaving the University in 1948 J. M. Sen, M.ED. (Leeds) who had been in government education service for many years was appointed in his place and he continued till June, 1955. At present K. K. Mookerjee, M.A., B.T., Dip. Sp. Eng. is acting as the Head of the department. The department is now staffed by eight whole-time teachers, four part-time teachers and four honorary part-time teachers.

Department of other Modern European Languages (French)

This Department for post-graduate studies in Modern European Languages was brought into existence in the year 1939 by Syamaprasad Mookerjee, at that time President of the Council of Post-Graduate Teaching in Arts and the teaching of French was first taken up. In the creation of this department the Consulate-General for France at Calcutta was of great assistance by allowing the then Secretary-General to the French Commercial Attache, Nagendranath Chandra, M.A., to hold regular classes in French, in an honorary capacity, and by securing from the Alliance Française of Paris a salary for Rev. Fr. Dontaine, another Lecturer of this department. During the war, when the French Consulate-General at Calcutta was closed and no financial assistance could be received from the Alliance Française of Paris, Bidhan Chandra Ray, the then Vice-Chancellor, put this department on a stable footing. When P. N. Banerjee was Vice-Chancellor, he gave an expansion to this department by arranging with the Government of India to get out regularly from France two French scholars who also undertook teaching work for this department.

The department is now staffed by two part-time teachers and one honorary part-time teacher. The statutes under the Calcutta University Act, 1951 provide for a post of the Head of the Department of Modern European Languages and Nagendranath Chandra, M.A. was appointed as the Head of the department.

Certificate and Diploma Courses in Languages

There has been for long a demand for facilities for learning foreign languages in Calcutta. The demand has come forth as much

from those engaged in higher studies in Sciences and Arts as also from many of the employees in commercial firms and industrial establishments in and around the city.

To meet this demand classes in French, German, Italian, Portuguese, Chinese, Japanese and Tibetan were opened after the establishment of post-graduate departments in 1917. For nearly thirty years these classes were held to the advantage both of the research scholars and of commercial employees. After the achievement of independence in 1947 the demand for facilities for learning foreign languages on a more comprehensive basis became increasingly persistent. The University responded to this demand by the adoption of a new scheme for the establishment of an Institute of Modern Languages. Because of financial difficulties, however, no full-fledged institute as contemplated could be set up. But Certificate and Diploma classes in such languages as Chinese, Tibetan, Hindi, French, German and Russian have been opened. Any graduate is eligible for admission to the Certificate course, which covers a period of one year and any one who has been successful in the Certificate Examination may go in for the Diploma course in that subject and this course also covers one year. For Certificate course as well as for Diploma course the examination shall be written and oral. Candidates will be required to pass both in the written and oral examinations.

UNIVERSITY COLLEGE OF COMMERCE

Department of Commerce

In 1922, a Department for post-graduate studies in Commerce was inaugurated. The syllabus in Commerce was drawn up on a far more practical and realistic basis than was envisaged when studies in economic theory and practice were advanced by the establishment of Minto Professorship in Economics in 1909, with a view to preparing students for responsible offices in commercial and mercantile establishments as also for an independent business career. The first four papers which are compulsory are concerned with Realistic Economics, Accountancy, Commercial Law and Banking. As for the other four papers students are allowed alternatives. They may choose any four of the following: (*i*) Industrial structure and development, (*ii*) Statistics, (*iii*) Economic Geography, (*iv*) Tariffs, (*v*) Agricultural Economics, (*vi*) Currency, (*vii*) Public Finance,

(*viii*) Auditing, (*ix*) Business Organisation, (*x*) Transport, (*xi*) Economic History and (*xii*) Insurance.

Simultaneously the University made arrangements also for undergraduate studies in Commerce for which sufficient facilities were not available in the affiliated colleges in Calcutta. For more than twentyfive years these classes were maintained. But gradually undergraduate Commerce departments were opened in different affiliated colleges, and the University felt that its own classes for B.Com. students might be discontinued without any detriment to the interests of commercial education. Accordingly in 1950 the B.Com. classes were abolished.

Up to 1949 post-graduate classes in Commerce were held only during the day. But in that year a demand was put forward by a large number of commerce graduates who were engaged otherwise during the day, for facilities of studies during evening hours. In response to this demand evening classes in Commerce at the post-graduate stage were opened in that year. These classes proved so popular that from the session 1954-55, a third section had to be opened to meet the heavy demand for admission to post-graduate Commerce classes.

The department of Commerce was for many years run more or less as an ancillary to the Post-Graduate Department of Economics, and the Head of the Department of Economics acted as Head of the Department of Commerce. But since 1950 the department has been placed under the supervision of a separate Head, and Saroj Kumar Basu, M.A., PH.D. who has been recently appointed as the Professor of Industrial Finance under the department of Economics on an endowment by the Reserve Bank of India for a period of five years for the present, has been acting as the Head of this department.

With the enforcement of Calcutta University Act, 1951, and the first Statutes made thereunder, the Post-Graduate Department of Commerce has been given the status of a University College of Commerce.

UNIVERSITY COLLEGE OF SCIENCE

Department of Chemistry

The Department of Chemistry was started in 1915. Praphullachandra Ray joined the department as Palit Professor in 1916.

Praphullachandra Mitter was appointed Ghose Professor. The Palit Professor was assisted by Jnanendrachandra Ghosh and Jnanendranath Mukherjee. Nilratan Dhar who was appointed lecturer in Physical Chemistry was elected a State scholar in 1915 and left for Europe where he was admitted to the D.Sc. degree of the University of London in 1918, and the Dr. es. Sc. of the University of Paris in 1919. The staff was further strengthened by the appointment of Pulinbehary Sarkar in 1916 as lecturer in Inorganic Chemistry. In 1919 both Ghosh and Mukherjee were deputed for advanced studies in Europe. During their absence, K. G. Naik and R. L. Datta were appointed as Assistants to Palit Professor. Both of them subsequently left the services of the University to take up important jobs elsewhere and were succeeded by Priyadaranjan Ray and Pulinbehary Sarkar. In 1921 Jnanendranath Mukherjee returned to India after obtaining the D.Sc. degree of the University of London and was appointed Khaira Professor of Chemistry. Jnanendrachandra Ghosh after his return in 1921, was appointed Professor and Head of the department of Chemistry at the newly founded University of Dacca. J. N. Roy went abroad for higher studies in 1926 and J. C. Bardhan was temporarily appointed in his place. Roy resumed his duties for a short time but left the University in 1927 to join Lahore University, when P. K. Bose was permanently appointed a lecturer. In 1925 P. B. Sarkar proceeded to Europe for higher studies and received his doctorate degree in 1927, working with Professor G. Urbain in Paris. P. K. Bose went out on study leave in 1931 when U. P. Basu worked as a lecturer up to 1933. D. Chakravarti joined the department in a permanent vacancy in 1933.

Praphullachandra Roy served the department as Palit Professor and as an Emeritus Professor for nearly a quarter of a century. He retired from active service in 1937 when he was 75 years old and remained as an Emeritus Professor till his death in June 1944. He made a free gift of his salary during the last fifteen years (1922-1937) of his service to the University. Out of the fund thus available a three-storeyed block (Sir P. C. Ray Annexe) was built up, as an extension of the south wing of the main building at 92, Upper Circular Road, to accommodate the expanding department of Chemistry and to house the Indian Chemical Society, of which he happened to be the Founder-President. The remainder of the endowment was funded, out of the income of which research fellowships and prizes in Chemistry are being maintained.

Among the first Indian scientists to initiate research in natural science and to inspire young aspirants to a spirit of research, the names of Acharyya Praphullachandra and his colleague at the Presidency College, Acharyya Jagadischandra Bose, come to the foremost. Acharyya Ray aptly became known as the Father of the Indian School of Chemists. The publication of the "History of Hindu Chemistry" constitutes an outstanding contribution made by him to the cause of science in India. He founded the Bengal Chemical and Pharmaceutical Works. He will also be remembered as a great social worker and social reformer.

Acharyya Roy retired in 1937. Prof. Mitter was appointed Palit Professor and Head of the department. Prof. Jnanendranath Mukherjee became the Ghose Professor and Priyadaranjan Ray, the Khaira Professor. J. C. Bardhan was then appointed a lecturer in Organic Chemistry, in the department. Prof. Mitter retired in 1946.

In 1945 Prof. Mukherjee also took long leave to join as Director of the Indian Agricultural Research Institute at Delhi, and Priyadaranjan Ray became the Palit Professor and P. B. Sarkar and J. C. Bardhan were respectively appointed as Ghose Professor and Khaira Professor. Bhupendranath Ghosh, then lecturer in the department of Applied Chemistry, now joined the department as Reader in Physical Chemistry and he subsequently became the Palit Professor when Prof. Ray retired in 1952. There are at present in the department of Pure Chemistry three professors, three readers, and three lecturers to teach the three branches of Chemistry—Organic, Inorganic and Physical—in which facilities for teaching and research are available. The laboratories are equipped for the purpose of fundamental research. The research facilities in the department have in recent years been much augmented by the utilization of liberal grants from the Ministry of Education, Government of India.

Introduction of Applied Sciences in the curriculum of studies in the Post-Graduate departments marked a new epoch in the history of Indian universities in 1920. The teaching of Applied Chemistry and Applied Physics was inaugurated in that year with the munificent donation received from Rashbehary Ghose in 1919. Post-Graduate study in Applied Chemistry was associated with the department of chemistry and both the sections were nurtured under a common administration till 1934. The University authorities had been fortunate in securing in 1921 as the first Ghose Professor of

Applied Chemistry the services of Prof. H. K. Sen. The course of study in Applied Chemistry gradually became so specialized and technical that it appeared necessary to develop Applied Chemistry as a separate department. In 1934 a Board of Higher Studies in Applied Chemistry was formed and in 1936 the department had to be accommodated in a separate building.

Sen's activities in this field are too well known, and it will be no exaggeration to state here, that it was in the Applied Chemistry department that the first nucleus in India was formed for the systematic survey of Indian coals and their economic utilization. The importance of the production of power alcohol from waste cellulosic materials available in India was first stressed by Sen at the Second World Power Conference held in Berlin in 1930. Sen, however, tendered his resignation in 1936 to take up the Directorship of the Lac Research Institute, Namkum, and was succeeded by Prof. B. C. Guha, the present Head of the Department and a Biochemist of international repute. Prof. Guha's work lies mainly in the domain of food, nutrition and food-technology. His work on vitamins is well-known. He has also worked on Biochemical problems of different kinds covering microbial metabolism, fermentation, etc.

In 1948 the Central Government acting according to the recommendations of an expert committee made a capital grant of Rs. 4.25 lakhs for buildings, Rs. 2.82 lakhs for equipment and a recurring grant of Rs. 1.2 lakhs for further development and expansion of the department. The intake of students has also been increased to thirty-six including twelve seats kept reserved for students from outside Bengal. The present strength of the teaching staff is seventeen.

The activities of the department cover a wide range of subjects:— biosynthesis of vitamins ; antibiotics ; preservation of food materials ; chemistry of proteins and peptides (specially blood pigments); vegetable and mineral oils ; studies in high polymers ; synthetic drugs ; coal, soils and clays, etc. Processes for the utilization of waste products like blast furnace slag for the manufacture of cement, of low grade apatites for the manufacture of cement and phosphatic fertilisers, and of molasses for the production of gluconic acid, have also been worked out.

The Chemical Engineering section, as now developed, offers facilities for researches on ore-dressing, problems on heat transfer and evaporation, dyeing, distillation, size reduction, mixing, extraction, fluidization and on different aspects of fuel technology. A machine

shop and a moulding shop attached to the department offer reasonable facilities for local fabrication of small operational units and repairs to existing plants.

Department of Physics

The Department of Pure Physics was initiated at the University in 1916. The princely endowments of Taraknath Palit and Rashbehary Ghose had already enabled the University to institute two professorships in Pure Physics. The funds for the teaching of Physics were further augmented by the endowment made by Kumar Guruprasad Singh of Khaira in 1920.

Teaching in the department of Physics was started in 1917 with the following staff appointed in 1916:

C. V. Raman—Palit Professor (joined in July, 1917)

D. M. Bose—Ghose Professor (designated in 1914—joined after the termination of First World War)

Jogesh Ch. Mukherjee, Phanindranath Ghosh	Assistant Professor
Satyendranath Bose, Meghnad Saha, Abinas Ch. Saha	Research Scholar
Sushilkumar Acharyya, Sisirkumar Mitra	Assistant to Professor

The curriculum was drawn up to supplement the work done in the post-graduate classes at the Presidency College, which up to that time imparted teaching in only some special branches of Physics, viz., Optics and Electricity.

Prof. C. V. Raman who was appointed the first Palit Professor of Physics and joined the University in 1917, left the services of the Calcutta University in 1934 to take up the Directorship of the Indian Institute of Science, Bangalore. His investigations on the Molecular Diffraction of Light led to the discovery of the Raman effect in 1928, for which he won the Nobel Prize in Physics in 1930. When C. V. Raman resigned, Prof. D. M. Bose was appointed Palit Professor. Prof. Bose, however, resigned in 1938 to become the Director of the Bose Research Institute, and was succeeded by Prof. M. N. Saha as Palit Professor. Professor Saha's association with the department as

already said, dates back to 1916 when he was a research scholar and later was lecturer from 1917 to 1921, and subsequently as the first Khaira Professor 1921-23. In October, 1923, he left this University on his appointment as Professor at the University of Allahabad. While he was a lecturer in Physics in this University, he developed his theory on Thermal Ionisation (1919-20) which provided a beacon light to astrophysical investigations. He remained as Palit Professor till 1952. It was through his untiring efforts that the Institute of Nuclear Physics was founded in 1948. Prof. Saha's service as Palit Professor of Physics was lent to the Institute as its first Director. The Palit Governing Body was associated with the administration of the Institute and the Palit Governing Body provides Rs. 32,000/- annually to meet the recurring expenditure of the Institute, of which the major portion is contributed by the Government of India. Prof. Saha died in February, 1956 while he was the Director of the Nuclear Physics Institute.

With initial donations from the Tata Trusts and contributions from the University, it was possible to go ahead with a plan to install at Calcutta a 8 Mev. cyclotron which for α particles would give 16 Mev. maximum energy. In 1942 a small building was constructed at 92, Upper Circular Road for housing the cyclotron. The Institute of Nuclear Physics was planned and arrangements were made to obtain necessary equipments from the U.S.A. with a grant of one lakh of rupees for the purpose. Some of the items of equipment ordered were received in 1948 and some of the items were fabricated in the workshop attached to the Institute.

The foundation stone of the Institute of Nuclear Physics was laid by Syamaprasad Mookerjee, then Minister of Industry and Supplies, Government of India, on 21 April, 1948 and the Institute was formally opened by Prof. Madame Joliot Curie, N.L. on 11 January, 1949. The Institute is under the administrative control of a Governing Body of which the Vice-Chancellor is the *ex-officio* Chairman.

A post-M.Sc. associateship course in Nuclear Science was started in 1953, with accommodation for twenty students of whom half the number are recruited from outside Bengal.

The foundation stone for the construction of a hostel, adjoining the Institute buildings, for the research workers of the Institute was laid on 19 January, 1956 by the Minister for Natural Resources and Scientific Research.

The Institute is at present negotiating with the Government of India for the installation of a Research Reactor, and plans are also ahead for expanding the activities of the Biophysical section in the shape of a separate Institute of Medical Physics.

Prof. S. K. Mitra who was appointed Assistant to the Palit Professor in 1917, returned from Europe in 1923, where he was deputed for higher studies. On his return he was appointed Khaira Professor of Physics then vacated by Prof. Saha, who left for Allahabad. When Prof. D. M. Bose was appointed Palit Professor of Physics, Prof. Mitra became the Ghose Professor of Physics in 1935. He occupied the chair till 1955. On his retirement, he has been appointed an Emeritus Professor of the University in Physics. It was mainly through the pioneering efforts of Prof. Mitra that researches in Radio and allied subjects were organized in the country and introduced in the curriculum of studies in the Post-Graduate departments. Important investigations on Radiophysics have been and are still being carried out in the departmental laboratories and a large portion of the cost involved in this venture has been borne by the Council of Scientific and Industrial Research.

The next incumbent of the Khaira Chair was Prof. B. B. Ray. Prior to his appointment as Professor, Ray was a lecturer in the department. Ray specialized in X-Ray spectroscopy under Prof. Seigbahn at Uppsala. He died in July, 1944.

Prof. Satyendranath Bose was appointed Khaira Professor of Physics in 1945. Prof. Bose had earlier served this University as lecturer in Physics and Applied Mathematics from 1917 to 1921 when he was appointed a Reader in Mathematics at the newly created Dacca University, where he later became the Professor of Physics. Prof. Bose is internationally famous for his fundamental contribution known as Bose Statistics. Prof. Bose's paper on the Light Quanta Hypothesis published in *Zt. fur Physik,* won the appreciation of Einstein with whom he worked at the Kaiser-Wilhelm Laboratory. Prof. Bose developed in later years the Unified Field Theory embracing the Laws of Gravitation, Electro-magnetism and Quantum Structure. In July 1956 Prof. Bose left Calcutta University. He has been appointed Vice-Chancellor of the Viswa-Bharati, Santiniketan.

Fundamental researches now being carried out at the Khaira Laboratory are on (*a*) Crystal Structure, (*b*) X-Ray spectroscopy and X-ray scattering and on (*c*) Thermo-luminescence, under D. Dasgupta, the lecturer-in-charge of this section, and an altogether a new tech-

nique with special type of photo-multipliers has been developed for the instantaneous spectroscopy of flashes of light produced at different temperatures by heating activated samples through a wide range of temperature.

P. C. Bhattacharyya, Reader in Physics, took active part in the building up of a new laboratory for investigation in Cosmic Rays and Nuclear Physics. He was also a member of the Cosmic Ray Expedition to the Himalayan peaks (Darjeeling and neighbourhood) under the guidance of Prof. Saha.

When in 1920 Rashbehary Ghose made another princely endowment to the University for the development of technological instruction and research, Prof. P. N. Ghosh was appointed Ghose Professor of Applied Physics. He was deputed to visit Europe in 1921 and on his return, the Department of Applied Physics was formally opened in 1925 with one Assistant Lecturer, P. C. Mahanti, in the teaching staff, besides the Professor.

Grants were available from the University funds for the construction of new laboratories and purchase of instruments and appliances. According to the recommendation of the University Organization Committee (1929), the Applied Physics Department was placed under the Board of Higher Studies of its own. During the period also the syllabus was modified and Communication Engineering was included as one of the subjects of study. In 1937, an endowment of Rs. 25,000 from the bequest of Mokhram Kanodia was obtained for equipping the Communication Engineering Laboratories.

The department also earned great distinction for teaching and research activities in instrument and measurement engineering, power technology and communication engineering.

Prof. Ghosh died in 1946 and was succeeded in 1947 by Prof. Purnachandra Mahanti. Prof. Mahanti specialized in electrical measurements and study of molecular spectra. He was largely responsible for the building up of the Standardization Laboratory in the department, the first of its kind in India. The development of the department under the first five-year plan period took place during the tenure of office of Prof. Mahanti. Prof. Mahanti died prematurely on 27 March, 1956.

In furtherance of the cause of technical education in the country, the Ministry of Education, Government of India was pleased to sanction in 1948, a capital grant of Rs. 4,63,000 and a recurring grant

of Rs. 5,00,000 towards the implementation of the plan of development of the department subject to certain conditions.

In April, 1954 the Government of India sanctioned a further grant of Rs. 8,00,000 for the purchase of equipments and for expansion of old laboratories and new items of equipment have been purchased and installed.

The Applied Heat laboratory and the Illumination Engineering laboratories are also being gradually equipped with all that is desirable, for imparting a perfect training to the post-graduate students of Applied Physics.

Simultaneously with this development, the University of Calcutta had in 1946 formulated a plan for creating a separate post-graduate department of Radiophysics and Electronics. The committee of the All-India Council for Technical Education endorsed the plan, and with financial aid amounting to Rs. 3,74,000 for buildings, Rs. 2,01,000 for equipment and Rs. 49,000 as recurring grant, this department started functioning in 1949 in a new two-storied building, the foundation stone of which was laid by Bidhanchandra Roy on 21st April of the same year.

The curriculum of studies in Applied Physics, in Radiophysics and Electronics and in Applied Chemistry were thoroughly revised in 1951 and a three years' course leading to M.Sc. (Tech.) degree has been introduced in each of these subjects since then. A Faculty and a Council of Technology were created in 1952 and the three departments of Applied Science imparting teaching leading to M.Sc. (Tech.) degree, were placed under the supervisory control of this Faculty and the Council. These three departments now constitute the University College of Technology.

Department of Zoology

In 1919 teaching in Zoology in the post-graduate as well as undergraduate classes was started at 35, Ballygunge Circular Road. The Zoology classes commenced in 1919 with one student, Durgadas Mukherji who became later a prominent teacher of the department. A Museum was attached to the department. The organization of the department was left in the hands of Prof. Samarendra nath Maulik, M.A. (Cantab.), the first University Professor of Zoology. Nilratan Sircar became the first Chairman of the Board of Higher Studies in Zoology which was also constituted in 1919. In 1922 Prof.

Maulik left India for Europe to join Natural History section of the British Museum where he worked till his death on 9 July, 1950. K. N. Mitra, the Assistant Professor in the department was placed in charge of the department when Maulik left. Between 1922 and 1926 there were considerable changes in the personnel of the teaching staff. Ekendranath Ghosh of the Biology Department of the Medical College and Gopalchandra Chatterjee were among the part-time lecturers during this period.

The Reorganization Committee appointed by the University in September, 1924 suggested certain modifications in the curriculum of studies and stressed the need for the revival of the Chair in Zoology and recommended the following staff: One University Professor, one whole-time lecturer, two part-time lecturers and two demonstrators. The post of University Professor was filled up in 1926 by B. K. Das, D.SC. (Lond.), for a term of five years. Two of the Assistant Lecturers, H. K. Mookerjee and H. N. Ray, were awarded scholarships for study and research in the University of London in 1927. Das relinquished his charge in 1931. When Mookerjee returned with the D.Sc. degree of London University, he was appointed a lecturer in the department and on the expiry of Professor Das's term, Mookerjee was appointed University Professor and Head of the department. Prof. Mookerjee worked hard to consolidate the Zoological studies in Bengal, by popularising the course in the undergraduate stages. In 1945 a special course of study in 'Inland Fisheries' at the M.Sc. stage was started. Schemes submitted by Prof. Mookerjee for introduction of two diploma courses in fisheries —one post-M.Sc. diploma and the other for B.Sc. graduates with Zoology and Botany, were sanctioned by the Senate, but owing to the untimely death of the Professor in 1955, the schemes could not be brought under operation.

The curriculum for study in the department has been orientated for giving impetus to the applied aspects of Zoology. The Entomology section is now specially equipped for morphological, anatomical and embryological studies of various insects. Special provision also exists for field biological studies of economic importance.

The Cytogenetics laboratory is the latest addition to the department. The research activities in this laboratory on chromosomes have gained wide reputation. One of the oldest sections in the department is the proto-zoology department. H. N. Ray was appointed lecturer in the department in 1924. He left the depart-

ment in 1936 to join the Indian Veterinary Institute at Mukteswar and M. Chakravarty was appointed in his place.

The Helminthology section is of no less importance from the medical, veterinary and systematic standpoint. Both medical and veterinary helminthology being out of scope for study in the laboratory for obvious reasons, systematic studies of Parasitic Helminths have been taken up by G. K. Chakravorty, the lecturer-in-charge of this section.

In the comparative anatomy and sex-physiology laboratory, J. L. Bhaduri has carried out extensive studies on Urino-genital system of Salientia. Bhaduri succeeded late Professor H. K. Mookerjee as Nilratan Sircar Professor of the University and Head of the Department. He took up his new assignment on 1st June, 1956. Bhaduri is the author of more than fifty origianl research papers dealing with various aspects of amphibia, molluses, fishes, reptiles and birds.

The Department of Zoology has a well-equipped section for the study on *Drosophila* genetics. A large number of mutant stocks of both Indian and foreign *Drosophila* are maintained here in a constant temperature room. This has provided ample opportunities for carrying on researches in various aspects, such as radiation genetics, cyto-genetics, chemical mutagenesis, etc. This department is now giving, for the first time in India, a regular practical course in genetics to the post-graduate students.

Department of Pure Mathematics

In 1912 the University made its own arrangements for post-graduate studies in Pure Mathematics, and appointed four teachers, and the Hardinge Chair of Higher Mathematics, named after the then Governor-General and Chancellor, Lord Hardinge, was then founded out of the grant made by the Government of India.

The present syllabus in Pure Mathematics consists of six compulsory papers in the subjects of (*i*) Modern and Classical Algebra, (*ii*) Mechanics, (*iii*) and (*iv*) Projective, Metric, Affine and Differential Geometries, (*v*) and (*vi*) Differential and Integral Calculus, Infinite series, Differential Equations, Complex Functions, and one special subject of two papers to be chosen out of a number of special subjects.

Professor Young, the first Hardinge Professor, made outstanding contributions to Functions of Real Variables, particularly to the Theory of Sets of Points, during the years 1905-1917. He developed

a general theory of Integration which was brought into relation with that of Lebesgue and this was subsequently further generalized by him. Professor Cullis's outstanding work is his two volumes of Matrices and Determinoids which were published by the Cambridge University Press in 1913 and 1918. Professor Ganesh Prasad had done distinguished research work in Analysis. He introduced remarkable methods of expansion of Integral Functions, and in later years published important papers on Summation, mean value theorem of Differential Calculus and on Lebesgue's Integral. Professor F. Levi has made important and valuable contribution to the domain of Modern Algebra. His published lectures at the University on Fundamentals of Analysis (1939) and Finite Geometrical Systems (1942) have been inspiring. Professor Bagchi's researches on various topics, specially his papers relating to Plane Curves and Surfaces, particularly to Bicircular Quartics, are interesting. Professor Sen's series of papers on an algebraic system and its applications to Riemannian Geometry published during the years 1950-51 form valuable contribution. Professor Mukhopadhyay's researches were in Geometry, mostly synthetic and differential. His papers relating to new methods in the Geometry of Plane are particularly interesting. Mention may be made of Professor B. M. Sen's book on Light and Matter, R. C. Bose's researches, particularly the application of Galois field to statistical problems in 1943-46 and of S. S. Pillai's contribution to Theory of Numbers. Pillai's solution in 1923-24 of the famous problem of Warring is an outstanding research work which created for him a place in the history of Mathematics.

In 1912-13 Professor A. R. Forsyth, SC.D., F.R.S., of the University of Cambridge, delivered at the University of Calcutta a course of Readership lectures on Theory of Functions of two Complex Variables. In 1917 Post-graduate Teaching in Arts and Science were inaugurated. The department of Pure Mathematics was then placed under the control of the Council of Post-graduate Teaching in Arts. Under the Calcutta University Act of 1951 which came into force from 12 March, 1954, the department has been placed under the University College of Science.

Department of Applied Mathematics

In 1916 the Department of Applied Mathematics was started with Ganesh Prasad as Ghose Professor of Applied Mathematics and some

young scholars like M. N. Saha, S. N. Bose and S. K. Banerjee as lecturers. Lectures were then delivered in Statics, Dynamics, Hydromechanics, Spherical Astronomy for the general students, and in some special subjects as Theory of Elasticity, Advanced Hydrodynamics including Theory of Tides, Advanced Dynamics and Advanced (Spherical) Astronomy.

Modification of the old course was effected in several stages. An important improvement was made in 1936 by the addition of a Mathematical laboratory to the department.

The present course of studies includes Mechanics, Electricity, Numerical Analysis (including laboratory work), Spherical Astronomy, Analysis and Differential Equations among general subjects. The list of special courses is quite long and within the last ten years lectures have been delivered in Theory of Relativity, Electricity and Magnetism (Advanced), Statistical Mechanics, Quantum Mechanics, Modern Fluid Dynamics, Theory of Elasticity, Geodesy and Geophysics. Special courses of lectures in Ballistics have also been arranged for the last few years. The University of Calcutta was the first organization to start the teaching of Theoretical Ballistics in India.

When Professor Ganesh Prasad retired, Professor S. K. Banerjee was appointed the Ghose Professor in 1919. Professor Banerjee left the department in 1922 and was succeeded by Professor N. R. Sen, the present Ghose Professor and Head of the department.

A weekly colloquium is run by the research team and advanced students interested in Physico-Mathematical research. There is also a seminar attended by the members of the staff and the advanced students, on recent topics of Analysis. The work of the publication section of the Calcutta Mathematical Society has so far been carried on by the members of the department.

A large number of research papers have been published by the research section during the last ten years. The works of Professor N. R. Sen and his students on Relativistic Cosmology and Stability of Cosmological models have received international recognition. S. Ghosh's method of solving a general class of Elastic problems through the use of complex functions, N. B. Sen's certain solutions of Elastic problems, and S. K. Chakrabarti's researches on Cosmic ray, have received considerable attention abroad and have been highly appreciated.

For consolidating the study and research in Fluid Dynamics, the

department has undertaken, with financial grant from the Ministry of Education, Government of India, the construction of a Flume and Wind Tunnel which is nearing completion.

Department of Botany

The Department of Botany was established at 35, Ballygunge Circular Road in the year 1918. Professor P. Brühl was appointed University Professor of Botany and S. N. Bal, Assistant Professor, in the same year. Professor S. P. Agharkar who was appointed in 1914 to the post of Ghose Professor of Botany, was sent on deputation to Berlin for specialization in Systematic Botany and Plant Geography. On his return to India in 1920 he joined the department. S. N. Bal resigned from the University services in 1922 and Professor Brühl retired in 1928.

As recommended by the Organization Committee of the University in 1929, the post of the University Professor of Botany was abolished on the retirement of Professor Brühl and the post of a whole-time lecturer was created instead, to which I. Banerjee was appointed in 1929.

Professor Agharkar retired from service in 1946 and Professor P. C. Sarbadhikari succeeded him as Ghose Professor of Botany in the same year.

Professor Sarbadhikari died in December, 1953 when I. Banerjee took charge of the department.

The department is now recognised as one of the active centres of research in India on Cytology and Cytogenetics. It is also recognised as one of the few laboratories in India noted for its researches on the embryology of Angiosperms.

Investigations in the Mycology, Plant Physiology and Poleobotany sections are being carried on with success and the work on the organization of supermicelles in anthracites, coke, Indian coal and other carbonaceous structures as also the microscopic and submicroscopic structure of a number of ancient wood and their normal representatives have been highly commented on. An up-to-date account of the fine structure of ancient buried wood and their fossil plant derivatives is under compilation.

The department received a grant of Rs. 1,74,000 from the University Grants Commission between 1952-57. This has enabled the department to expand its activities very considerably, both in the

sphere of teaching and research, and also to take up newer lines of investigation for which facilities were non-existent before.

Department of Anthropology

Anthropology as a part of the curriculum of post-graduate studies of the University of Calcutta leading to the M.A. degree, was introduced in 1918 as a subsidiary subject. It was raised to the status of an independent subject for the M.A. and M.Sc. degrees in 1920 and a separate department of Anthropology was created in that year.

The department was in 1921-22 placed under L. K. Ananthakrishna Iyer who continued to be the lecturer-in-charge till 1931-32. Iyer had already published his two volumes of descriptive reports on Tribes and Castes of Cochin and another volume on Syrian Christians of Malabar, Cochin and Travancore, on the pattern of similar volumes published by Risley, Crooke, Hiralal and Russell and Thurston for other areas of India. During his tenure of office in this University, Iyer helped to edit, revise and republish the reports on Tribes and Castes of Mysore by H. V. Nanjundayyah already printed, and incorporating additional material brought out the four volumes of this survey, for which he was justly honoured by various learned societies of Europe.

In 1923-24 the University appointed for a year as lecturer in Social Anthropology, K. P. Chattopadhyay, who had received training under Rivers, Haddon and Burkitt at Cambridge. In 1924-25 T. C. Das was appointed a teacher in the department. In 1925-26 Dr. B. S. Guha who had received training in Anthropology at Harvard and T.C. Raychaudhuri in the department earlier, were taken on the teaching staff. Das had published several papers on folk customs prior to his appointment. Guha left the University after a year, and later became Director of the Department of Anthropology, Government of India.

The department from its inception had had arrangements made for teaching the three major branches of Anthropology: I. Physical Anthropology, II. Prehistoric Archaeology, III. Cultural Anthropology.

The department of Ancient Indian History and Culture receives help from this department in teaching Anthropology to its post-graduate students.

In Physical Anthropology the department undertakes the teach-

ing of—(*a*) Comparative anatomy of primates; (*b*) Human and Simian Palaeontology; (*c*) Human Osteology and Osteometry; (*d*) Somatometry; (*e*) Human Heredity and Biometry.

In Prehistoric Archaeology, the department teaches its students—(*a*) Pleistocene Geology and Palaeontology, (*b*) Technique and Typology of artefacts and their chronology, (*c*) Prehistoric culture in different countries.

The department, by exchange of artefacts collected by the staff, has been able to build up during the years 1935-1955 the best equipped Prehistory Museum attached to any University in India.

In Cultural Anthropology the department seeks to equip the students with a knowledge of—(*a*) Material culture and its evolution, (*b*) Social organisation, magic and religion, (*c*) Effect of social, economic and other forces on culture, (*d*) Museum methods.

There is a well equipped teaching Museum of specimens illustrating various aspects of culture. Specimens illustrative of lives of Oraons, Bunas, Santals, Korkus and some other tribes collected by the staff with help from others have enriched the Museum. There are also cine films illustrating different aspects of the life of Santals, Oraons, Hos, Manipuris and Khasis. Songs of Santals, Oraons and Hos have also been recorded and form part of the equipment.

Practical training in field methods is given in tribal areas, this being compulsory. Modern statistical technique as well as Geneological and case history methods besides general scientific observation, are part of the training of the students for such work. In addition, arrangements are made for special training in intelligence and emotion tests when required for research work, by kind collaboration of the department of Psychology of the University.

A handsome grant of Rs. 30,000 by the University Grants Commission, made for the first time in 1955, has enabled the department to purchase modern equipments essential for field study and museum work. A building grant of Rupees two lakhs has also been made by the University Grants Commission to enable the department to get over its acute shortage of accommodation for its growing laboratory and museum.

The Government of Bengal entrusted Professor K. P. Chattopadhyay with a survey of the Santals in Bengal in 1945 with the necessary financial aid. Necessary statistical help was furnished by the Indian Statistical Institute. The report required for administrative purposes was published in 1946.

The survey of the conditions in which undergraduate students live in Calcutta was conducted by this department in 1954, in collaboration with the department of Statistics and the Board of Health of the University. During the earlier part of 1956 the department held a series of conferences on the study of Traditional Cultures in co-operation with the UNESCO. This work has also received appreciation from the sponsors.

Two surveys of Jute Labour in the northern belt of industrial Calcutta, in 1945 and in 1948-49 were conducted by Professor K. P. Chattopadhyay, which were financed by the Indian Statistical Institute, and data on changes in certain social customs were collected in the second survey and a report has been published.

Valuable work has also been done by the Department on Juvenile Delinquency, at first with a grant from the Department of Social Work, now All-India Institute of Social Welfare and Business Management and later with a senior research training scholarship of the Government of India.

Department of Geology

The Department of Geology was housed in the Presidency College and began functioning at the first instance with Saratlal Biswas as a whole-time lecturer and H. C. Dasgupta of the Presidency College as a part-time honorary lecturer.

In 1926 the teaching staff was strengthened by appointment of N. N. Chatterjee, now University Professor of Geology, as a whole-time teacher. A few more part-time paid lecturers were also appointed but later these part-time posts have all been abolished. There are, however, two honorary part-time teachers from the Presidency College. Recently the number of whole-time lecturers has been increased to five besides the University Professor of Geology. Provision has also been made for certain special courses of lectures by experts on topics like Engineering Geology, Geophysical prospecting of minerals etc. The University Professorship in Geology was created in 1952. Professor N. N. Chatterjee is the first incumbent. Professor Chatterjee has multifarious activities in the field of Geology and is actively connected with various institutions and organisations interested in archaeological and geological study and survey in the country and abroad.

Significant development of the department has been possible, of late, with grants sanctioned by the University Grants Commission.

At present there is provision for imparting training in special subjects like (*a*) coal, (*b*) non-metallic minerals, (*c*) metallic minerals, (*d*) cement and cement materials, (*e*) metamorphic rocks, (*f*) igneous rocks, (*g*) sedimentology, (*h*) palaeobotany, (*i*) micro-palaeontology and suitable topics on palaeontology, etc.

The staff and research workers of the department have taken a leading part in original research work all along, and a considerable amount of work has been done on the geology and chemistry of coal, and on various aspects of metamorphic and structural petrology, that have earned for this department a recognition in the field of geological science. A large number of research papers have been published by the staff and research scholars of the department in several scientific journals, both local and foreign.

Within recent years pioneering work has been done in India from this department on some aspects of ore-microscopy including localisation of chemical elements on polished ore-minerals by contact, print method, on structural petrology including petrofabrics, and on sedimentology. Work has also been done in micro-palaeontology including micro-flora. Researches on petrology and structural petrology carried out in this department have been greatly appreciated.

Department of Physiology

The teaching of Physiology is associated as a general rule everywhere in India with medical colleges. But Calcutta University recognising the fact that Physiology is an important subject of study not only for the medical curriculum but also as a subject of general science, introduced it amongst the other basic sciences as early as in 1900. In 1911 post-graduate classes in Physiology were started at the Presidency College with the enthusiastic help of Professor S. C. Mahalanobis, N. C. Bhattacharyya, N. M. Basu, U. N. Brahmachari, Dr. B. B. Sarkar and P. B. Sen as post-graduate lecturers.

It was in 1938 that, recognising the urgent need for its full expansion, the post-graduate department of Physiology was established, with the active interest of the then Vice-Chancellor, Syamaprasad Mukherjee, in the University College of Science at 92, Upper Circular Road, Calcutta. In the year 1952 Dr. B. B. Sarkar was appointed the University Professor and he is continuing in the post till now.

The post-graduate Physiology department was able to secure in 1949 some additional accommodation in the remodelled Kanodia

Block in the University College of Science, and this enabled the department to fit up the laboratories with highly sensitive Biochemical, Biophysical and Histological apparatus and appliances including one eight-channel electro-encephalograph, which the department has been able to secure with the grant from the Central Government.

The work of the Indian Physiologists is finding recognition outside India and teachers of this department are also playing conspicuous part in this. P. B. Sen, the Reader in Physiology of this department, was invited to the International Congress of Physiologists, Biochemists and Pharmacologists, held in Kiev, U.S.S.R. in 1955 and N. N. Das, lecturer of this department, attended on invitation the International Colloque on Mental Physiology, held in Marseilles in 1955.

With the fitting up of the laboratories with many of the latest types of apparatus for physiological investigations, the workers have been able to undertake research investigations on several interesting problems of basic and applied physiology, requiring detailed morphological, chemical and physical analysis on blood and circulation, pharmacodynamics of indigenous drugs and other chemicals, nutrition and metabolism, neurophysiology, hormones, diabetes, secretion of urine etc.

One hundred and fifty-three research papers have been published from the department since 1941 on results of investigations on Biochemical, Biophysical and Histological problems having both fundamental and applied bias. Important work has also been done with the 8-channel electro-encephalograph, in the study of the brain and heart under normal and abnormal conditions and specially in preparing the normal E.E.G. of Indians. Considerable work has been done on the applied side of the subject, viz., pharmacodynamical studies of different drugs.

Department of Geography

Post-Graduate classes in Geography were started in 1941 to provide advanced courses of studies for the first batch of graduates in that subject. Subsequently, a number of Government and non-Government colleges having opened Geography departments with provision for teaching up to the Honours and Pass standards, the University department is now concerned exclusively with the post-graduate teaching. The applied aspects of Geography e.g. Carto-

graphy, Pedology, Geology and Urban and Rural Geography form special items of study in the post-graduate classes. A University Professorship was created in 1949 and Professor S. P. Chatterjee was appointed as the first Professor. Besides this there are one Reader, six lecturers, one part-time lecturer in the department.

The department has a museum, a soil laboratory, and a map laboratory. Besides the usual items of equipment necessary for advanced teaching, the department has the following special types of apparatus: (1) Photo-Theodolite, manufactured by Wild and Company, Switzerland, (2) Air Survey Cameras and Stereoscopes.

The first item of research undertaken by the department under the guidance of Dr. Chatterjee—staff and students combined—was to make a comprehensive study of the problems of land-utilisation in the district of 24 Parganas. This has appeared as a monograph published by the Calcutta Geographical Society. The department also undertook a land utilisation survey of the district of Howrah at the request of the Government of West Bengal, to help in the planning of rehabilitation of the displaced persons. At the instance of Professor S. P. Chatterjee, the Government of India has undertaken to bring out a National Atlas of India and a National Atlas Unit of the Government is functioning in the University Building, under his direction.

The members of the University Geography Department in collaboration with geographers in the Colleges in Bengal and outside, direct the affairs of the Geographical Society of India.

Department of Psychology

In 1915 Asutosh Mookerjee entrusted Dr. N. N. Sengupta, M.A., PH.D., (Harvard) with the task of organising the laboratory of Experimental Psychology. This was the first Psychological laboratory to be started in the country. The post-graduate classes were started in 1916. Dr. Sengupta equipped the laboratory with the latest apparatus and inspired a band of distinguished students who had joined the department to carry on experimental investigations.

Dr. Sengupta joined the Lucknow University in 1929. Dr. G. Bose M.B., D.SC., F.N.I. was appointed Head of the department.

In 1939 the University created a Chair in Psychology and Dr. G. Bose was appointed the first University Professor of Psychology. On the retirement of Dr. G. Bose in 1949, Dr. S. C. Mitra, M.A., PH.D.,

F.N.I. was appointed University Professor and Head of the department in 1950.

The activities of the department extend over various public utility services. In 1934 a team composed of a teacher and several students went to Jamshedpur and made a series of observations there. In 1948 another team composed of a teacher and several students went to Jamshedpur for studying the intelligence and attitude of workers in certain plants. The problem of accident proneness amongst a section of workers engaged in accident liability jobs was investigated. The effect of noise on a small group of workers was also studied. In 1943 a batch of research scholars of the Applied Section went to Nagpur to examine a number of war technicians at the Civil-Military training centre in the Government Engineering School there. Tests were applied to determine their suitability to the type of job for which they were being trained. In 1945 a group of workers from the different categories of the B.C.P.W. were given intelligence and temperament tests and the supervisors about them were correlated with test results. A social survey of the family life, home condition etc. was also made. In 1947 candidates for admission into the Calcutta Medical College were given psychological tests, as an experimental measure. In 1948 over 1250 candidates for admission into the Calcutta Medical College and Nilratan Sarkar Medical College were tested for their intelligence, temperament and aptitude.

A short training was arranged at the request of the Government of West Bengal for the benefit of Rural Medical Officers in 1948 and 1949.

Tests were devised for studying the problem of the accident proneness amongst the driver trainees and investigations are being carried out with the co-operation of the Calcutta Tramways Company, Bengal Bus Syndicate, and Calcutta Police Motor Vehicle Department. About 120 driver trainees have already been examined and their career is being followed up. The scheme is being partly financed by the Indian Research Fund Association, New Delhi.

Not infrequently individual members of the public as also private and public institutions approach the department for the solution of difficulties and problems arising in their respective spheres. On several occasions the department was approached for the detection of criminals by psychological tests. Juvenile offenders are also sent to the Department for being mentally tested.

The Applied Section has examined about five hundred students in different schools for giving them vocational and educational guidance. About 400 others including a number of college students, who sought vocational guidance have been tested and advised. Attempts are being made to collect the follow up records as far as possible and correlate these with test predictions.

Department of Statistics

The Post-Graduate Department of Statistics is comparatively young. This was started in 1941.

At present only a general course in Applied and Theoretical Statistics is being imparted to the post-graduate students.

Members of the teaching staff are engaged in researches in the following topics—(*i*) Mathematical Statistics, (*ii*) Design of experiments, (*iii*) Psychometric Analysis, (*iv*) Numerical Analysis, (*v*) Sample Surveys, (*vi*) Statistical Aspects of Planning. Four research scholars are now working in the department.

The department carried out an enquiry by sampling method into the conditions of college students of Calcutta, in co-operation with other departments of the University. This department is also co-operating with the department of Economics of this University in a research project on Socio-Economic Enquiry in Calcutta over five years, financed by the Planning Commission of the Government of India. The department helped the Indian Society for Quality Control and the All-India Institute of Social Welfare and Business Management, in organising short evening courses in Statistics. Members of the teaching staff of this department, in co-operation with the Calcutta Statistical Association, have organised the publication of a quarterly journal, Calcutta Statistical Association Bulletin, which has acquired international recognition.

The Head of the department, Dr. P. K. Bose, has deduced new methods for the reduction of the incomplete probability integrals of the jultivariate distribution functions and also for the normalisation of frequency functions. He has also with the help of his associates made important contributions in extending the scope of the relaxation method to deal with equations in three dimensions, and on psychometric analysis as applied to scaling procedures and reliability co-efficient. They have also constructed many important statistical charts including D^2 and p-statistic.

Members of the staff have made significant contributions towards a new approach to the analysis of variance problems, test of joint hypothesis and a study of the optimum properties of the usually applied tests. Results have also been obtained concerning the construction and analysis of design of experiments and the solution of certain decision problems connected with the classification of means of normal populations.

The topics of topographic variation in statistical fields and sampling methods, the problems of the optimum structure of the sampling units, double sampling, replicated sampling etc., asymptotic distribution of a wide class of statistics utilised in deriving the power function of non-parametric tests under suitable class of alternatives, have also been tackled in the department. A convergence theorem for random distribution functions has been proved on the line of the Frechet and Schohats theorem. Wald's decision theory has been extended to non-compact parameter spaces to include many conventional types of statistical problems. A method of simultaneous test of linear hypothesis has been obtained for the test of multiple hypothesis which arises in applied problems. The approximation error of the Laplace-Liaponnoff's central limiting theorem has been obtained.

UNIVERSITY COLLEGE OF MEDICINE

The University College of Medicine was inaugurated by the Chief Minister of the State, Dr. B. C. Roy, on 18 January, 1957.

So long the University had a few post-graduate diplomas and degrees, and up till now it played the part of an examining body only, without arranging for any regular or well-organised course of higher studies in Medicine. The Faculty of Medicine, therefore, formulated statutes for establishing a college which would meet this desideratum, after taking into consideration the organisations for post-graduate teaching and research in medical science, obtaining in the United Kingdom, United States of America and in Vienna. The statutes after much deliberations by the different academic bodies of the University, were adopted by the Senate and approved by the Chancellor.

The University College of Medicine set up under the statutes would at the initial stage work in federating the medical colleges and institutions now under the jurisdiction of the University, for

the purpose of co-ordinating higher studies and researches that are being carried on there. The post-graduate teaching in medical science in Calcutta will, therefore, be from now conducted only in the name and under the control of the University College of Medicine. For this purpose a Council of Post-graduate Teaching in Medical Science has been constituted with an Executive Committee of the Council. The management of the college is under the control and authority of this Council. For the work of the Council a permanent whole-time Secretary is to be appointed and he should be a person of high academic distinction, particularly in the branch of medical science. Prabhatkumar Banerjee, M.SC., M.B. has been appointed to this post. Boards of Studies in different subjects of medical science have also been constituted with teachers in the respective subjects, with a Chairman for each Board.

The main functions of the Council of the University College of Medicine will be as follows:—

(*i*) to draw up the constitution of each department after exploring the facilities available from the different Medical Colleges and Institutions at the initial stage;

(*ii*) to plan and co-ordinate post-graduate teaching in different Medical Colleges and Institutions;

(*iii*) to inspect departments in the Medical Colleges and Institutions and assay suitability for the teaching of post-graduate subjects;

(*iv*) to co-ordinate research work undertaken by Medical Colleges and Institutions in branches of the medical sciences;

(*v*) to recommend to the Academic Council regarding recognition of teachers for post-graduate medical studies; and

(*vi*) to distribute the funds at its disposal, pooled from different sources, to the component units of the respective departments according to their needs and requirements.

The college will have for the present nineteen departments. The names of the departments with the names of their Heads are given below:—

(1) Department of Anatomy—Dr. H. Chatterjee, M.B. (Cal.), D.A.E. (Paris), F.R.S.M. (Lond.), (2) Department of Physiology, Biochemistry and Biophysics—Dr. B. B. Sarkar, D.SC. (Edin.), F.R.S.E., F.N.I., (3) Department of Pharmacology—Dr. B. B. Roy, M.B. (Cal.), (4) Department of Pathology, Bacteriology and Medical Zoology—Dr. B. P. Trivedi, M.B. (Cal.), D.B. (Lond.), F.N.I., (5) Department of Cancer

Research—Dr. S. Mitra, M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G., F.A.C.S., (6) Department of Cardiology—Dr. J. C. Gupta, M.B. (Cal.), M.D., (7) Department of Child Health—Dr. K. C. Chaudhuri, M.B. (Cal.), (8) Department of Dermatology—Dr. B. N. Banerjee, M.B. (Cal.), M.R.C.P. (Edin.), (9) Department of Diseases of the Chest—Dr. P. K. Sen, M.B. (Cal.), M.D. (Berlin), PH.D., T.D.D. (Wales), (10) Department of Neurology—Dr. N. De, M.B. (Cal.) M.R.C.P. (Edin.), D.P.M. (Lond.), (11) Department of Experimental Surgery—Dr. S. R. Mukherjee, D.SC. (Edin.), PH.D. (Edin.), M.S. (Cal.), (12) Department of Urology—*vacant,* (13) Department of Chest Surgery —Dr. A. K. Basu, M.S. (Cal.), F.R.C.S. (Eng.), F.A.C.S., (14) Department of Neuro-Surgery—*vacant,* (15) Department of Orthopaedics—Dr. K. Sarbadhikari, M.B. (Cal.), F.R.C.S. (Eng.), F.R.C.S. (Edin.), (16) Department of Obstetrics and Gynaecology—Dr. S. Mitra, M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G., F.A.C.S., (17) Department of Ophthalmology—Dr. K. SEN, M.B. (Cal.), F.R.C.S., D.O.M.S. (Lond.), (18) Department of Radiology and Radio Therapeutics—Dr. S. Mukherjee, M.B., D.M.R.E. (Cal.), (19) Department of Preventive and Social Medicine —*vacant.*

The Vice-Chancellor is the *ex-officio* President, and Dr. S. Mitra M.B. (Cal.), M.D. (Berlin), F.R.C.S. (Edin.), F.R.C.O.G. (Lond.), F.A.C.S., F.N.I., the Vice-President of the Council of the College.

The history of post-graduate medical education goes as far back as 1914, when Sir Leonard Rogers conceived the idea of establishing institutes in India, for post-graduate study in Tropical Medicine and Hygiene. His first proposal was to open, on an all-India basis, a School of Tropical Medicine in Calcutta and an Institute of Hygiene in Bombay. Various considerations and circumstances prevented this proposal from coming to fruition, but eventually in 1920, the Calcutta School of Tropical Medicine and Hygiene, which combined teaching and research in both tropical medicine and hygiene, came into existence. A professorship in Hygiene was established and a course of instruction was arranged for the Diploma in Public Health of Calcutta University.

Dr. W. S. Carter, Associate Director of Rockefeller Foundation, in his periodic tours of India, became deeply impressed with the necessity for establishing a separate Institute of Hygiene. As a result of his discussion with the authorities concerned, Dr. Carter, on behalf of Rockefeller Foundation, addressed the Government of India in terms embodying the propopsal for the establishment of an

All-India Institute of Hygiene, offering to provide the cost of the site of the Institution as also of its building and equipments. This offer was gratefully accepted by the Government of India, and thus ultimately came into existence, by the side of the School of Tropical Medicine, the All-India Institute of Hygiene and Public Health in 1932.

In 1943 the regulations for the Diploma course in Ophthalmic Medicine and Surgery were introduced. In 1944 the Diploma course in Obstetrics and Gynaecology and in 1946 the Diploma course in Tuberculosis Diseases were formulated.

In April, 1944 the Syndicate appointed a Sub-Committee to consider the whole question of post-graduate medical education in Calcutta. At the same meeting of the Syndicate it was decided that the authorities of the two medical colleges, then affiliated to the University and other non-affiliated medical institutions should be approached for providing facilities for post-graduate work, including training for higher studies. Pending such provision, the appointment of post-graduate teachers in Anatomy, Pharmacology, Pathology, Medicine, Surgery and Midwifery was considered but as the University was unable to provide necessary funds, accommodation etc. for the purpose, the affiliated colleges and hospitals and some of the other medical institutions were provisionally selected for post-graduate instruction. For this a fund of Rs. 10,000 was allocated. Establishment of a University Post-Graduate Department of Teaching in Medicine on lines similar to those of the University Post-Graduate Departments in Science and Arts was also proposed and a Sub-Committee was appointed for the purpose.

On 15 June, 1946, the Syndicate decided that a separate fund be opened, to be called Post-Graduate Study in Medicine Fund, with the amount of Rs. 35,000, of which Rs. 10,000 was already allocated for the scheme for post-graduate study. The question of framing detailed scheme was referred to the Development Committee.

On 7 February, 1947 the scheme proposed by the Sub-Committee appointed for post-graduate medical education in Calcutta, was placed before the Syndicate and it was decided to appoint a Post-Graduate Committee in Medicine which would, out of its own members, form a Finance Committee and also three syllabus committees *viz.*, one for Surgery, one for Midwifery and another for Medicine. The Committee was to go through the details of post-graduate medical education.

This Committee, under the chairmanship of the then Vice-Chancellor, Pramathanath Banerjee, drew up the scheme of post-graduate teaching in medical science on par with the post-graduate studies in Arts and Science, with this difference that the scheme in medical science was to be a federal one, recognising the integrity of the individual medical colleges which would provide or had already provided post-graduate teaching and research, in one or more branches of medical science.

The scheme was adopted by the Senate on 28 February, 1948 and a new chapter, namely Chapter XI-A under the caption Post-Graduate Teaching in Medical Science, was introduced in the University Regulations. On 23 April, 1948 the new regulations obtained sanction from Government, and immediately steps were taken to implement the Regulations, so as to start the machinery without delay.

Accordingly in September, 1948 the Syndicate recommended four members for appointment by the Senate on the Council of Post-Graduate Teaching in Medical Science, and a Special Committee under the chairmanship of the Chief Minister of West Bengal was constituted, as provided in the Regulations, for recognition of post-graduate teachers in Medicine for the purpose of formation of the first Council of Post-graduate Teaching in Medical Science.

The matter, however, did not advance further, and in view of the forthcoming legislation for remodelling the constitution of the University, no action was taken till the new Calcutta University Act came into operation.

In the mean time the Regulations for M.D. (Doctor of Medicine), M.S. (Master of Surgery) and M.O. (Master of Obstetrics) were revised in 1951, and in 1953 the D.Phil. degree in Medicine was introduced, thereby widening the scope of medical research by the medical graduates, the following subjects having been recognised for presentation of theses for the D.Phil degree:—Anatomy, Physiology, Pharmacology, Biochemistry, Biophysics, Bacteriology, Pathology, Parasitology, Immunology, Radiation Physics and Chemistry, Radio-Biology and Radio-Genetics, Radio-therapy, Cancerology, Nutrition and Dietetics, and Medical Entomology, (the list may be added to or modified by the Faculty of Medicine).

The Calcutta University Act, 1951, came into operation on 12 March, 1954 and in the same year Dr. J. C. Ghosh, the then Vice-Chancellor, formed a co-ordinating Committee for Post-Graduate

Medical Education. A resolution of Dr. H. K. Chatterjee, member of the Senate and Faculty of Medicine, for early implemention of the regulations and for the establishment of a University College of Medicine was discussed. The Vice-Chancellor was authorised to form a Working Committee which would go round the medical colleges, hospitals and research institutions in the city and submit a report regarding the facilities available for post-graduate research and teaching in these institutions and the teachers to be selected for the purpose and the Secretary to be appointed in this connection. Dr. J. C. Ghosh having left the University, nothing was done in the matter.

On a proposal made by the Dean of the Faculty of Medicine, the Syndicate at its meeting held on 3 March, 1956 considered the question of changing the statutes for making necessary provision for the Post-Graduate College in Medical Science (University College of Medicine). A draft scheme regarding the proposed Post-Graduate College in Medical Science was also placed before the Syndicate for consideration, when the whole thing was referred to the Post-Graduate Medical Co-ordinating Committee appointed for the purpose. The Committee met at a conference with the heads of the different medical institutions on 19 and 23 March, 1956, when articles 1 and 2 of Chapter XL-A of the Regulations were unanimously approved, and it was recommended that the Post-graduate Medical Science in Calcutta should be conducted only in the name and under the control of the University. For this purpose a Council, named the Council of Post-Graduate Teaching in Medical Science, should be constituted. The Committee at the same sitting also approved the formation of a Post-graduate Council and adopted necessary modifications in the statutes for the purpose.

The draft statutes and ordinances regarding the University College of Medicine, after consideration by the Syndicate, the Faculty of Medicine, as also by the Academic Council, were finally adopted by the Senate on 19 June 1956, and approved by the Chancellor on 15 January 1957. In the formulation of the statutes and ordinances, the guidance and support of the Vice-Chancellor, N. K. Sidhanta, was of immense help.

The following institutions are now recognised for the Diploma courses in post-graduate studies in medicine:

Calcutta Medical College—D.G.O., D.O.M.S., T.D.D.

R. G. Kar Medical College—D.G.O., D.O.M.S., T.D.D., D.A.

Chittaranjan Seva Sadan, College of Obstetrics & Gynaecology & Child Health—D.G.O., D.C.H.
All-India Institute of Hygiene & Public Health—D.P.H., D.I.H., D.M.C.W., Dip. Diet., Dip. in Nutrition, D.Sc. (P.H.).
Institute of Child Health—D.C.H.
School of Tropical Medicine—D.T.M. & H.

INSTITUTE OF NUCLEAR PHYSICS

The Institute of Nuclear Physics has grown out of the Research Laboratory of Professor Meghnad Saha as the Palit Professor of Physics of the University of Calcutta.

Prof. Saha early realised the importance of atomic research and in 1940 immediately after Professor Otto Hahn discovered "Fission", he drew the attention of the Indian people to the future of this great discovery through several articles in leading scientific and popular journals. The authorities of the University took up the suggestion of Prof. Saha and introduced Nuclear Physics as one of the special subjects for the M.Sc. course in Physics in 1941, and Prof. Saha began organising the Palit Research Laboratory for teaching and research in Nuclear Physics.

Jawaharlal Nehru, the then Chairman of the National Planning Committee of the Indian National Congress, helped Calcutta University in procuring a donation of Rs. 60,000 from the Dorabji Tata Trust for purchasing parts of a cyclotron machine, and arrangement for construction and housing the machine was taken up. The donation was supplemented by an equal amount of money by the Calcutta University. A small two-storied building having a covered area of about 4,000 sq. ft. was built, at a cost of Rs. 30,000 only, for housing the cyclotron. Dr. Nagchaudhuri, one of the early students of Prof. Saha, was then working at the Radiation Laboratory, California, with Prof. E.O. Lawrence. He was authorised by the University of Calcutta to purchase the necessary components of a cyclotron. A substantial part of the components was lost in transit from America during the latter part of World War II, but many of them were designed and manufactured in the workshop of the Calcutta University Science College, with the help of grants from the Council of Scientific and Industrial Research (C.S.I.R.), leaving the rest to be imported after the cessation of hostilities. Other members of the Palit Laboratory, then working under the

guidance of Prof. Saha, were—Dr. N. N. Dasgupta and a group of workers under him, who were carrying on Bio-physical investigations and installed the first electron microscope in India ; Drs. S. C. Sarkar and P. C. Bhattacharyya who were interested in Cosmic Radiation ; Drs. A. K. Saha and S. Das who were working on the problem of nuclear stability and K. Roy and others who were studying river control problems.

Gradually through the untiring efforts of Prof. Saha public donations began to come in for researches in this field. T. C. Sur donated a sum of Rupees two lakhs for creating a Readership in Nuclear Physics. Messrs. Birla Bros. paid Rs. 60,000 for Biophysical researches, and Dr. B. C. Law Rs. 17,500 for an electron microscope. R. P. Saha also paid Rs. 45,000 for one gramme of radium.

Immediately after the national Government was formed Prof. Saha was able through the good offices of S. S. Bhatnagar, to procure grants, capital and recurring, from the Central Government. Necessary components were purchased for the cyclotron and by the middle of 1950, the cyclotron was put into operation.

Want of space was being felt since 1945 and in 1947 P. N. Banerjee, the then Vice-Chancellor of the University, arranged for a loan of Rupees two lakhs from the Sur fund for the construction of a building. The Central Government was kind enough to provide a sum of Rs. 3,50,000, and a three-storied building with a covered area of of about 25,000 sq. ft. was built. The land for this building as well as the previous one for housing the cyclotron was made available by the Calcutta University within the premises of the University College of Science and Technology at 92, Upper Circular Road. In 1950 the Atomic Energy Commission made a further contribution of Rs. 1,20,000 for furniture, fittings and services.

By a mutual agreement between the University of Calcutta and the Government of India, the Institute was constituted into an autonomous body under the joint control of the Government of India and Calcutta University and the constitution and rules of the Institute were passed by the Senate of the University of Calcutta on 12 May, 1951.

The activities of the Institute are at present divided into the following divisions:

1. Administrative division comprising of the general administration, the library and the workshop.

2. Accelerator division comprising of the Cyclotron, Mass Spectroscope and Electron Synchrotron laboratories.

3. Nuclear Physics division comprising of Beta and Gamma-ray spectroscopy and Nuclear Induction, Theoretical Physics Teaching, Neutron Physics and Instrumentation sections and laboratories.

4. Nuclear Chemistry division comprising of Inorganic, Analytical and Physical Chemistry laboratories.

5. Biophysics division comprising of Electron Microscopy and Tracer study laboratories.

The University of Calcutta has made available to the Institute the services of the Palit Professor of Physics and his laboratory and office staff as also the Tarini Charan Sur Reader in Nuclear Physics, in addition to giving an annual recurring grant of about Rs. 60,000. The Palit Professor and the Sur Reader continue to be teachers in the Pure Physics Department of the University in addition to their duties at the Nuclear Physics Institute.

Besides carrying on researches in nuclear science in its various aspects, the Institute organises teaching of nuclear science to advanced students, including teaching of an one-year Post-M.Sc. Associateship course in Nuclear Physics. The post-M.Sc. one year course which is open to 20 students from all over India was started from 1953 and in the last three years 36 students have been awarded the Associateship Diploma.

Nuclear Physics is one of the compulsory subjects included in the syllabus for the M.Sc. degree in Physics of Calcutta University.

The proposal of having a hostel for the students was approved by the Government of India and an interest-free loan of Rs. 1,65,000 was made available to the Institute, for its construction. The Government of West Bengal also sanctioned an interest-free loan of Rs. 60,000 for purchasing a plot of land for the hostel building, contiguous to the premises of the Colleges of Science and Technology of the Calcutta University. The Hostel Building has been constructed. The Government of India in the Department of Atomic Energy sanctioned to the Institute (excluding its Bio-physics Division) a sum of nearly Rs. 60.00 lacs as grant-in-aid during the five-year period 1955-56 to 1959-60.

INSTITUTE OF JUTE TECHNOLOGY

As the welfare and progress of jute industry in India depend to a great extent on a supply of the right type of men for supervisory posts in the mills, the Institute of Jute Technology was designed to provide facilities for the training of such personnel.

In 1940 the University Appointments Board through its then Secretary, D. K. Sanyal, approached the Indian Jute Mills Association to find out what scope there might be for the absorption of University students into the industry. In 1941 the Board prepared a provisional scheme and sent it to the Association for consideration, through the Bengal Chamber of Commerce which commended it. In 1944 I. G. Kennedy of Messrs Jardine Skinner & Co., who later became Chairman of the Indian Jute Mills Association, and W. F. Scott-Kar of Messrs George Henderson & Co. Ltd. elaborated the scheme, with necessary modifications, with estimates for the building of the Institute, its staff and equipments required, and also with a provisional syllabus for a four-year course of study.

In 1946 the Indian Jute Mills Association finally decided to establish the Institute of Jute Technology within the orbit of Calcutta University and raise necessary funds for the purpose

The land for the Institution, at 35, Ballygunge Circular Road, Calcutta, was purchased from the trustees of the Sir Taraknath Palit Trust at a cost of Rs. 2,48,000, during the Vice-Chancellorship of Professor Pramathanath Banerjee. It covers an area of four bighas. The foundation stone was laid by I. G. Kennedy, C.B.E. on 20 February 1947 under the presidency of the Vice-Chancellor. The official opening of the Institute took place on 10 March, 1951, the ceremony being performed by Dr. B. C. Roy, Chief Minister, Government of West Bengal.

The buildings of the Institute are in two blocks. The main block is a fine building of three stories and contains the lecture rooms, laboratories, library and offices as well as a students' common-room and canteen. Behind the main building is the technological block which houses full-scale spinning and weaving machinery and the workshop, stores, kitchen and some quarters for the staff. The total sum so far spent on the land, buildings, furniture and equipment amounts to about Rs. 19,00,000.

So far a three-year sandwich course has been provided, the student-apprentices spending six months of each year in practical training in the mills. Besides giving instruction in the jute fibre and its processing, which is its main function, the Institute gives the students some instruction in textile testing, as well as in background subjects such as Physics, Engineering, Elementary Statistics and Economics. It is intended that in future a four-year course will be provided, the students spending the first two years in practical mill

training, with short refresher periods in the mills during the last two years.

Training is given only to students who are nominated by the mills subscribing to the scheme. They must have passed the Intermediate Science examination with Physics, Chemistry and Mathematics and the preferred age is 18 to 22. Four batches of students, totalling about 120, have completed the course and nearly all of them are assured of supervisory posts in the mills. It is the accepted policy of the Governing Body that, since the training given at the Institute is of a specialised nature and the scope for employment limited, admission to the course should be rigidly restricted.

From time to time special short courses of training for mill overseers, *sirdars* and *mistries* have been given, as well as a special series of lectures on various aspects of jute technology.

The Institute is administered by a Governing Body with representatives of both the University and the Indian Jute Mills Association. The Vice-Chancellor of the University is the President of the Governing Body and the Chairman of the Indian Jute Mills Association is its Vice-President. An Executive Committee and several sub-committees attend to the various day-to-day matters that require consideration.

ALL-INDIA INSTITUTE OF SOCIAL WELFARE AND BUSINESS MANAGEMENT

The All-India Institute of Social Welfare and Business Management established under the aegis of the University started functioning from 1 July, 1953.

The objects of the Institute are "to offer courses of instruction and facilities of research in all the branches of Social Studies and Welfare as well as in Business Management and in such other related subjects as the Council of Management of the Institute may decide from time to time. The Institute shall prepare students for examinations leading to the award of degrees, diplomas, certificates and other academic distinctions of the University of Calcutta, in subjects for which courses will be provided by it. It may also prepare students for the examinations conducted by Government and Governmental organizations like the All-India Council for Technical Education."

The Institute functions as an all-India institute. One-half of the total number of new admissions of students to the various courses of

studies are reserved for nominees of the Central and State Governments, if they so require.

In 1942 Dr. Bidhan Chandra Roy, the then Vice-Chancellor of the University of Calcutta, was approached by the Indian Jute Mills Association for organising a course of training for the Labour Welfare Officers employed by the jute mills and for the men selected by the Association as trainees for future work in the Labour fields. The Vice-Chancellor at once realising the usefulness of such training, extended his full support to the proposal but he thought that, to make the course a really professional one, it would be wise to restrict it only to officers sponsored by their respective employers who would be willing not only to release them for undergoing the training but also to bear their expenses. The course of training would thus be more or less self-supporting. In adumbrating this scheme before the Senate of the University, the Vice-Chancellor, therefore, said that "the University would not have to incur any expenses" for undertaking the responsibility of introducing this new course of training. In order to run the course the Vice-Chancellor had at first to rely only on the meagre income of Rs. 4,000 paid by the employers as tuition fees of the students sent by them for undergoing the training.

The Appointments Board of the University was entrusted with the task of organizing the new course under the guidance of an expert committee on which Government, Industry and University were represented.

The training course immediately attracted the attention of other industries as also of the Government of India in the department of Labour. They all wanted that the course should be modified "to meet their requirements also." The whole course was therefore re-examined and re-drafted for making it an all-embracing one. On 12 May, 1945, Dr. Roy again approached the Senate of the University of Calcutta for instituting the present Diploma Course in Social Work (Labour Welfare).

The Diploma course in Social Work (Labour Welfare) conducted by the Institute is the first course of its kind inaugurated by an Indian University. The special feature of the course, apart from its being intensively practical, is that it is an 'in-service training' course. Candidates admitted by the Institute are already *in service* as Labour Welfare Officers on probation, and are confirmed in their offices on successful completion of the course. The amended Factories Act in 1948 provide that a factory employing 500 or more workers will

have to employ a trained Labour Welfare Officer. Similar provisions have been made in the Plantation Act and in the Mines Act. These provisions are a recognition of the usefulness of the services of such officers and prove the utility of the course inaugurated as far back as 1942.

In view of the great potentialities of this diploma course and in view of the fact that within a short time it was able to draw students from different parts of India, Dr. B. C. Roy formulated in 1945 a scheme for expanding the Institute on an all-India basis with a habitation of its own, offering also courses of training in other branches of Social Welfare. But the partition of the country and its consequential problems gave a set-back to the project. In 1950, with the idea of revising the project synchronised the appointment of a sub-committee by the Joint Committee of the All-India Board of Technical Studies, for drawing up a scheme for training in Industrial Administration and Business Management, under the chairmanship of Jehangir Gandhy. This committee recommended that part-time courses in Industrial Administration and Business Management should be organised in Calcutta and thought that the University Institute of Social Welfare would be most suitable for the purpose. Accordingly it was decided by the University to rename the Institute of Social Welfare as All-India Institute of Social Welfare and Business Management. On 3 May, 1952, the foundation stone of the building of the Institute was laid by Dr. Roy, who was then as now, Chief Minister of West Bengal.

Since 1942, 854 Labour Welfare Officers have attended the diploma course in Social Work (Labour Welfare), of whom 460 were sponsored by industries and 394 by Ministry of Labour. The names of different industries sponsoring officers for this course and the number of such officers are given below:

Jute Industry	181
Cotton Industry	54
Paint and Varnish Industry	5
Tanning Industry	6
Engineering Industry	44
Railways	16
Navigation and Steamship Organization ...	6
Waterproof works	2
Match Factory	3
Tobacco	1
Electric Supply	1
Gramophone	1
Gas	3

Biscuit	...	...	...	2
Mining Industry	...	...	...	41
Rubber	...	...	...	4
Tea	...	...	...	17
Aluminium	...	...	...	4
Cement	...	...	...	2
Air Craft	...	...	...	2
Chemical	...	...	...	5
Oil	...	...	...	2
Electric work	...	...	...	12
Sugar	...	...	...	4
Tramways	...	...	...	3
Wood Works Industry	...	...	...	1
Ceramic	...	...	...	5
Dairy Products	...	...	...	1
Flour	...	...	...	2
Paper	...	...	...	4
Port Trust	...	...	...	6
Woollen Industry	...	...	...	3
Business Houses	...	...	...	8
Motor	...	...	...	4
Newspaper	...	...	...	2
Telephone and cables	...	...	...	2
		Total	...	460

The nominees of the Government of India came from the following different places:

Agra, Ajmere, Aligarh, Allahabad, Allepey, Amballa, Ambarnath, Amritsar, Argada, Arunachal, Asansol, Avadi (Madras), Barrackpur, Bangalore, Barielly, Baroda, Banaras, Bezwada, Bhadrabati, Bhubaneswar, Bhuswal, Bokaro, Bombay, Calcutta, Chaklala, Cochin, Coimbatore, Cuttack, Dehu, Dehra Dun, Delhi, Dhanbad, Dibrugarh, Dohad, Ferozepur, Gauhati, Gaziabad, Gazipur, Ginnori, Giridih, Gonda, Gorakhpur, Guntar, Howrah, Hubli, Hyderabad, Ichapur, Indore, Jaipur, Jamuria, Jamalpur, Jharia, Jhansi, Jodhpur, Jorhat, Jubbulpore, Junnordeo, Kala Base, Kankinara, Kanpur, Karachi, Katni, Khamaria, Kharagpur, Khewara, Kirkee, Koderma, Kotah, Kundare, Lahore, Lucknow, Ludhiana, Lumding, Madras, Madhupur, Moncumpu, Mokama, Muzaffarpur, Muradnagar, Mysore, Nahan, Nasik, Nagpur, Nepanagar, Nirsa, Nowgaon, Panagarh, Patna, Pathardihi, Pandu, Patiala, Pallipuram, Peermade, Pulgaon, Puna, Punalur, Queta, Quilon, Ramgarh, Rajkot, Ranchi, Ratlam, Rampur, Rawalpindi, Sakurbasti, Shahjahanpur, Shillong, Sitarampur, Silchar, Sijua, Sibsagar, Sindri, Srinagar, Tezpur, Tirunelveli, Trivandrum, Trichinapalli, Tripura, Trichura, Viziagapatam, Whitefield.

The number of students admitted to the course for Business Management during the period are given below:

1954-55	...	...	...	40 (1st batch)
1955-56	...	...	...	30 (2nd batch)
1956-57	...	...	...	30 (3rd batch)

The co-operation offered by various Chambers of Commerce and

their member-firms has enabled the Institute to draw part-time Visiting Lecturers from top level management strata of industry and commerce.

The library of the Institute is well-stocked with books and periodicals on Management and Labour Welfare.

The research division of the Institute publishes books and monograms on social welfare and business management, written by well known authors. In 1956 the Institute published the book "Gandhian Outlook and Technique in Industrial Relation" by R. N. Bose, Professor of Industrial Law of the Institute and Labour Commissioner to the Government of West Bengal.

The Ministry of Education, Government of India, have sanctioned a grant of Rs. 7,000 for carrying out a pilot research project on the "Impact of factory-employment on the life of the workers". For this purpose the Birla Jute Mills and its neighbourhood have been selected and the work started on 1 June, 1956.

A Business Museum has been opened in a hall measuring 1,477 sq. ft. where various commercial documents are displayed and a hall measuring 1,210 sq. ft. has been allotted for developing a Business Laboratory where mechanical equipments used in business offices are displayed and demonstrated.

DEPARTMENT OF JOURNALISM

The Department of Journalism was started in the year 1950 for imparting teaching in Journalism and for preparing students for the Diploma course in Journalism as prescribed in Chapter XXXVII-E of the University Regulations. It works under the supervision of a Standing Committee, known as the Standing Committee for Journalism, subject to the control of the Syndicate and is appointed by the Syndicate every two years.

The department has been functioning for a two-years' course as prescribed in the Regulations. The session runs from June to May, the term consisting of two academic years.

The course was meant for graduates only. But, for the first two examinations, under a special provision in the Regulations, persons who had passed the Intermediate Examination were also allowed admission "on the ground of previous experience of at least one year in the office of a recognised newspaper, periodical or news agency." This special provision was made to help those who were

already in the profession and might like to take advantage of the new course. The Regulations were later modified, restricting the course only to graduates. The special feature of the course is that candidates are required to undergo a prescribed course of practical training in the office of a recognised newspaper, news agency or periodical, in order to be admitted to the examination.

The course of studies as prescribed in the Regulations is given below: Paper I—Principles and History of Journalism ; Paper II —The Making of a Journal ; Paper III—General Knowledge of Political and Socio-Economic Developments ; Paper IV—General Outline of Constitutional Law and Laws of the Press ; Paper V—Any one of the following subjects: (*a*) Literature and Arts, (*b*) Scientific and Cultural Trends, (*c*) Sports, Stage and Screen, (*d*) Editing of Monthlies and Periodicals ; Paper VI—Any one of the following subjects: (*a*) Business of Journalism, (*b*) Commercial Journalism, (*c*) Art of Advertisement and Layout, (*d*) Press and Production.

In addition to the six papers set forth above, there are two papers in which the candidates have to appear in oral examination: Paper VII—Candidates should be asked questions about Journalism in general and particularly about subjects covered by compulsory papers (I to IV) ; Paper VIII—Questions should be put on current affairs or events of general interest.

Though the course is prescribed for a diploma it has been felt from the beginning that it should be converted into a degree course in order to afford full benefit of the study and training to the students. In the middle of 1954 the Secretary, Chapalakanta Bhattacharyya, left for a tour over Europe and America and took the opportunity of studying the work of the schools and departments of Journalism under the Continental and American Universities. In almost all of them, it was found that Journalism was studied as a graduate or a post-graduate course leading to a Bachelor's or Master's degree.

The report of the Press Commission appointed by the Government of India recommended that the course of study in Journalism be converted to a two years' post-graduate degree course. To achieve this object it was necessary that a separate Faculty of Journalism should be created.

The Standing Committee of Journalism, therefore, made a recommendation to the Syndicate for the creation of a Faculty of Journalism. This recommendation was accepted by the Syndicate and also by the Academic Council and finally by the Senate. The

question of extending the course to post-graduate standard is under consideration.

TEACHERS' TRAINING DEPARTMENT

The Teachers' Training Department of the University of Calcutta was formally opened on 15 July, 1935 by the then Vice-Chancellor, Syama Prasad Mookerjee. The opening of this Department met at once two long-felt needs—one of adding substantially to the very meagre provision of teachers' training facilities in the province, and the other, of having a Teachers' Training Department attached to the University itself as in most other Universities of the world.

The newly started department was placed under A. N. Basu, M.A. (London). Basu and K. K. Mookerjee, M.A., B.T., Dip. Sp. Eng., the present Head of the Department of Education and Teachers' Training Department were the only two whole-time teachers of the Department at the initial stage.

The first course launched was a *Teachers' Training Certificate Course (General)* and the term lasted for three months.

Vacation Courses and *Special English Teachership Courses* were also organised during the summer holidays for four consecutive years beginning from 1936.

In 1938 another short term course of training was added to the Department in view of the impending new Regulations of the Matriculation Examination since 1940, where Geography and Science were included in the curriculum. The new course added was: *Teachers' Training Certificate Course (Geography)*. This course also lasted for a period of three months.

Meanwhile *Training Certificate Courses in Science* were also conducted for imparting short courses of training in the Method of Teaching Science to the prospective science teachers. The University College of Science, the Presidency College and the Asutosh College placed their Laboratories at the disposal of the Department for conducting practical classes in various scientific subjects.

The scheme for short term Training Courses was sanctioned for five years and they are now in abeyance.

The Senate at its meeting on 24 May, 1940 approved the scheme for opening the B.T. Classes in the Teachers' Training Department from July, 1940. On July 15, 1940 the University B.T. Classes were

started. Besides lectures in the usual subjects arrangements were made for systematic instruction in art and craft, use of blackboard, speech-training and elocution, physical training for men students and various other kinds of co-curricular pursuits. Attendance in all these was compulsory. Provision was also made for lectures on six additional subjects, namely, (*i*) Comparative Education, (*ii*) Social and Abnormal Psychology, (*iii*) Mental Hygiene and Child Guidance, (*iv*) Methods and Organisation in Nursery, Kindergarten and Montessori Schools, (*v*) Mental Tests and Education Measurements, and (*vi*) Education of the Visually Handicapped. Extension lectures were delivered by distinguished educationists.

Arrangements were made for research and investigation by the members of the staff. Researches were conducted in the following branches of study:

(*a*) The Influence of the Language of Question Papers on Examination Scores.
(*b*) Diagnostic Tests in English Grammar.
(*c*) English Vocabulary in the Lower Classes.
(*d*) History of Education in Bengal—Its Different Phases.
(*e*) Problems of Discipline.

The first Bulletin of the Teachers' Training Department of the University entitled *"Secondary Education in Bengal: A Study"* was published in December, 1940. It contained a study of some of the problems of secondary education in Bengal by A. N. Basu. The Teachers' Training Department Annual (T.T.D. Annual) was edited by M. C. Ghose.

Up to December 1946 the B.T. Classes continued to be held in the University main buildings, but the growing needs of this department required more spacious accommodation. Accordingly the Teachers' Training Department was shifted in January 1947 to its present premises at 161, Syamaprasad Mookerjee Road. The building which is a rented one has been remodelled by the addition of a third storey, including a big lecture-hall, and by the erection of a second storey to one of the hostel buildings for the purpose of accommodating students of the M.A. and M.Sc. classes in Education opened in 1949.

The Department of Post-Graduate Studies in Education was opened in August, 1949 under the leadership of P. N. Banerjee, the then Vice-Chancellor of the University. The Department was placed under the charge of J. M. Sen, B.Sc., M.Ed. (Leeds), T.D. (London),

Dip.Ed. (Oxford), F.R.G.S., F.N.I., who was appointed Head of the Department of Education and Teachers' Training Department.

Two scholarships called, *Jnanendramohan Sen* Scholarships and one scholarship called *Sarala Sen Scholarship* were endowed by J. M. Sen in memory of his parents. Sen made a gift of premises No. 1, Giris Vidyaratna Lane to the University of Calcutta for the purpose of creating a fund for the award of these scholarships. This property is worth more than Rupees eighty thousand and yields an annual income of Rs. 3,000. The scholarships are awarded to candidates carrying on post-graduate studies in Education beyond the B.T. Degree Course, *i.e.,* for Master's Degree in Education or for a Doctor's Degree in Education including Psychology, Sociology, and allied subjects.

The University Central Library being located in Asutosh Buildings at College Street, the essential books on Education have been removed from the Central Library to the Departmental Library, so that both the B.T. and M.A. and M.Sc. students in Education have now an easy access to the Seminar Library for ready reference. Recently the Seminar Library of the Department has been enriched by the addition of a large number of American books purchased from the Wheat Loan Educational Exchange Fund.

APPOINTMENTS & INFORMATION BOARD AND STUDENTS' ADVISORY BUREAU (OVERSEAS)

Appointments & Information Board

The Appointments and Information Board of Calcutta University happens to be the first of its kind in India. The scheme prepared by Syamaprasad Mookerjee, the then Vice-Chancellor, for its establishment, was passed by the Senate in May 1937. The Board was established in the first instance as an experimental measure for two years. The Senate on 24 June, 1939 made the Board a permanent department of the University. The main functions of the Board are:—(*a*) to select apprentices for practical training, both technical and non-technical, in firms and industrial concerns ; (*b*) to recommend to firms names of suitable candidates for appointments when requested ; (*c*) to remain generally in touch with employers, to collect statistics regarding possible openings and supply information to the graduates and under-graduates regarding careers open to them ; (*d*) to advise students preparing for various services, to supply them with particulars of such examinations and, if necessary, to

organise their training, and (*e*) to organise, from time to time, courses of lectures, to be delivered by well-known businessmen and industrialists enjoying wide practical experience, on different industrial and commercial subjects.

D. K. Sanyal, became the Secretary of the Board.

In 1939 the Board organised a series of lectures delivered by well-known business men of the city on commercial and industrial subjects, putting emphasis on the aspect of employment opportunities which various industries located in this part of India could offer to University trained young men. These lectures were published in a book form and are known as "Career Lectures". During the war years the Board was responsible for conducting the Air Force Training Classes.

In 1941, the Appointments and Information Board formulated a scheme for the training of candidates, in Calcutta, instead of sending them to Dundee, for recruitment in the supervisory grade of the jute industries. With the whole-hearted support by Vice-Chancellors like Dr. B. C. Roy and Dr. P. N. Banerjee and through the energy of the Secretary of the Board, the scheme ultimately resulted in the establishment of the Institute of Jute Technology. The Board was also responsible for the establishment of the All-India Institute of Social Welfare and Business Management. Accounts of these Institutions have been given separately.

Students' Advisory Bureau (Overseas)

In paragraph 89 of the report of the Committee on Indian Students in the United Kingdom 1921-22, it was recommended that, in place of the Provincial Advisory Committee, each Indian University should establish a bureau specially staffed and equipped for the purpose of (*a*) supplying students wishing to pursue their education abroad with all the information, advice and assistance which they may require, and (*b*) supplying foreign University authorities with information regarding the students, which will enable them to make their selection from the applications recommended.

This recommendation of the Committee was accepted both by the Government of India and the then Secretary of State for India. The University Students' Information Bureau, Calcutta University, was established on 1 April, 1926, with T. S. Sterling, Principal, Presidency College, Calcutta, as its first Secretary.

The University Students' Information Bureau was renamed

Students Advisory Bureau (Overseas) from 1st June, 1945. On the recommendation of the Central Advisory Board of Education that Provincial Students' Advisory Committee or University Information Board should consist in future mainly of young men or women with recent experience of University life in the United Kingdom, the Bureau was reconstituted in 1946.

After the establishment of the All-India Institute of Social Welfare and Business Management, the Syndicate on February 2, 1955, decided to amalgamate and reorganise the Appointments and Information Board and the Students' Advisory Bureau (Overseas) of the University. The amalgamation took effect from the beginning of 1956. This joint organisation has now three sections:—

Appointments Service: The essential function of this service is to secure employment for University trained (various faculties) young men and women and to arrange practical training facilities in every field of employment, besides providing advice and guidance on careers.

Advisory Service: The Board gives advice to students at any time during and after their University course, and others on all matters relating to employment, careers, etc. This service also offers advice and information to University students regarding facilities available for higher studies and research in various faculties and for practical training overseas, and to secure for them in conjunction with India's foreign offices, admission into academic and professional institutions and facilities for practical training in industrial and commercial firms.

Information Service: This service provides up-to-date information regarding various courses of studies offered by the different Indian Universities and technical institutions, various competitive examinations and other recruitments by Government and Semi-Government Departments, etc.

This organisation is also responsible for conducting the Services Examination classes.

The Secretary's work is very largely advisory. Close contact with a constantly increasing number of potential employers is maintained by the Secretary who gives advice in individual interviews.

ASUTOSH MUSEUM OF INDIAN ART

Named after Asutosh Mookerjee, the Asutosh Museum of Indian Art was opened in 1937, during the Vice-Chancellorship of

Syamaprasad Mookerjee, to collect and preserve representations of different phases of Indian Art, special emphasis being given to the Art of Bengal. In response to an appeal by the University, noted art-collectors and art-connoisseurs readily agreed to help the growth of the Museum by gifts. Devaprasad Ghosh of the Department of Ancient Indian History and Culture was appointed Curator to organise and build up the Museum.

Illustrating the different phases of Indian Art, specially of Eastern India, the exhibits record the growth and development of the art of Bengal from third century B.C. to the modern times in all its manifold aspects, by examples of outstanding merit. Implements of the stone age, in the shape of axes, found in Bankura, Bangarh and Tamluk preserved here, carry the cultural history of Bengal to the remotest age. The comprehensive collection of modern folk-art of Bengal and Orissa is a special feature of this museum, unique in India, on which special emphasis has been given to show the unbroken continuity of Indian artistic tradition for two thousand years and more.

It may be recalled that before the establishment of the Asutosh Museum, rarely any art and archaeological museum piece from Bengal was to be found prior to the Gupta period and after the mediaeval age. Now in less than twenty years' time it is possible to study continuously without any gap the artistic and cultural achievements of Bengal from at least the third century B.C. up to modern times, with the help of selective and comprehensive records.

Some of the Museum objects, *viz.*, a remarkable copper-plate grant from Sundarban, engraved with Vishnu seated on a chariot (dated 1198 A.D.) and a bronze figure of Siva-Lokesvara from Barisal (*c.* 11th century A.D.) are important source documents for the study and development of South-East Asian art and iconography. Other unique specimens include a double-sided stone *Chakra* showing Vishnu as Nataraja from Sundarban, and the earliest illuminated paper manuscript so far discovered in India in the shape of a Mahayana Buddhist text from Nepal dated 1105 A.D. with eight exquisitely painted figures of Buddhist divinities.

The growth of the Asutosh Museum also reveals the rich potentiality of India in antiquarian remains and art treasures. It indeed illustrates how a museum can develop in this country without much financial assistance. In fact, the University has during the last twenty years, barely spent thirty thousand rupees on actual purchase and acquisition. The total value of Museum collections is now, on

the other hand, approximately thirty lacs of rupees. Field collections and private benefactions are the two pillars on which the Museum mainly supports itself.

The Museum opened with 50 exhibits rising to 1,228 at the end of 1937, and 2,423 in 1938. They jumped to 6,000 by September, 1939. As a result the Museum became overcrowded and collection had to be strictly curtailed. The total number of exhibits was counted as 7,000. By the middle of 1956, the number swelled up to 13,000 pieces consisting of stone sculptures, terra-cotta objects, paintings, folk-art objects, metal and ivory objects, wood carvings, painted book-covers, palm-leaf and paper manuscripts, gold ornaments, textiles, coins, excavated antiquities etc.

A systematic scheme of collection specially in the districts of Bengal, in which several under-graduate and post-graduate students, teachers of schools and artists took part, at considerable personal risk and sacrifice, has yielded magnificent results. The Curator also succeeded, in course of his tour in Bengal, Bihar and Orissa, in securing unique objects of plastic and graphic arts and in discovering unknown monuments.

Among the valuable gifts to the museum, undoubtedly the most noteworthy were those of Bijay Singh Nahar, of almost the entire collection of his father late Puran Chand Nahar, containing more than 1,000 pieces valued at approximately fifty thousand rupees. The late Rai Bahadur Dineshchandra Sen also presented his valuable collection of Bengali and Assamese art to the Museum. In 1939, Biren Roy's collection consisting of 1,500 objects of Orissan art was secured by purchase, as also the Dutt collections of Mazilpur, which included some of the rarest stone carvings from the wilds of Sundarban belonging to the Pala and Sena periods.

The Archæological Department of the Government of India has recently made over to the Museum, on loan, a huge collection of assorted objects excavated from the different archæological sites of Bengal, *viz.*, Paharpur, Mahasthangarh, Baigram, Rangamati etc., for comparative study by the scholars and research workers of the University in archæology. Secured in 1955, the collections of the late A. C. Gupta contain some priceless Rajput and Pahari paintings and Nepalese bronzes.

Under the auspices of the Museum the excavations at Bangarh were started in 1938 and conducted annually up till 1941, by K. G. Goswami, Excavation Officer of the Museum. The excavations

have thrown fresh light on the dark periods of the history of Bengal. Five successive strata, reaching up to the Sunga level (1st century B.C.) and revealing numerous monuments, buildings, walls of the different periods have been unearthed. Portable antiquities include some remarkable pieces of terra-cotta figures, inscribed seals and potteries and punch-marked silver coins and gold jewellery. Unfortunately, during the war, the work at Bangarh had to be suspended, although archæological operation undertaken in Nanoor, Birbhum, was carried on in 1945. The work was resumed in 1954.

Excavations were also undertaken at Tilda, Midnapur, in 1955. Besides the excavation work mentioned, trial diggings were for the first time undertaken by the Museum recently, at Chandraketugarh, an ancient city site surrounded by rampart walls in 24-Parganas, only twenty-five miles from Calcutta. Thirteen layers of human occupations were successfully revealed, the lowest one reaching down a pre-Mauryya level. A pottery drain pipe and foreign pottery cups were some notable discoveries of the Mauryya and Sunga levels.

Exploration work was also carried out at Sisupalgarh (1941-45) in Orissa, by the Curator, D. P. Ghosh, and at Tamluk and Chandraketugarh (1955-57) in West Bengal by Assistant Curator, Pares Chandra Dasgupta. Attention of the Archæological Survey of India was drawn to the great archæological importance of these sites and excavations have already been undertaken at the two former sites by the Government.

Through intensive explorations, during the last three years, about a dozen hitherto unknown ancient sites have been discovered by the Museum, within a radius of fifty miles of Calcutta forming a sort of garland around it ; also five in the district of Midnapur and five in 24-Parganas and two in Howrah. Of them the credit of discovery of Harinarayanpur on the Ganga goes to a student of the Ancient Indian History and Culture of the University. They bear testimony in an ample measure, to the fact that about two thousand years ago, besides the great seaport of Tamralipta, Gangetic Lower Bengal bordering on the sea was dotted with numerous cities and ports, and the Bidyadhari channel was once a prosperous maritime highway for foreign commerce.

Explorations at two great ancient ports, Tamluk and Chandraketugarh, by the present Assistant Curator and specially of the last by Dr. Kalyan K. Ganguly and other associates, have yielded fruitful and surprising results. Antiquities from Chandraketugarh

ranging from the Mauryya period up to the Gupta, in the shape of about one hundred punch-marked silver coins, Mauryya, Sunga and Kushan terra-cotta figurines of singular beauty, inscribed tablets in early Brahmi and Greek, Roman potteries, vases and Hellenistic figurines, rare gold Gupta coin of Chandragupta and moulds, will no doubt serve to illumine the dark corners of the history of Bengal.

Other important activities of the Museum include holding of periodic exhibitions in Art, Archæology, History and Education; Rural Culture Survey of West Bengal and Orissa; a research laboratory for cleaning and preserving exhibits, under the charge of M. N. Basu; guide lecture scheme initiated by K. K. Ganguly; and the Art Appreciation Course, a summer vacation course, for the training of teachers and art-lovers, introduced for the first time in India.

BOARD OF HEALTH

(Formerly Students' Welfare Department)

On 5 July, 1919 Heads of Colleges met in conference with Asutosh Mookerjee in the chair and passed the following resolution:—

> "The conference is of opinion that steps should be taken by the Syndicate without delay to make suitable provision for looking after the physical welfare of the students in the University and its colleges."
>
> "The conference is further of opinion that such scheme as may be devised should be worked as a tentative measure during the first two years and should thereafter be reconsidered in the light of experience of its operation."

Thereupon a committee called the Students' Welfare Committee was appointed by the Syndicate on 28 April, 1920 with Nilratan Sarkar, Vice-Chancellor, as Chairman, to consider the question of the health of students, their physical education and the organization of games and other forms of recreation.

Girindrasekhar Bose and Anathnath Chatterjee, members of the Post-Graduate Department of the University, were asked to join the committee and to act as Jt. Honorary Secretaries from June 1921.

The work of the Committee commenced from 1920 and continued year after year. The scheme had enthusiastic reception from the student community as well as from the college authorities. On account of its success it obtained a fixed habitation in the Darbhanga Building from the year 1926.

During the year 1929 the Senate appointed a Special Committee to review the policy and scheme of work of the Students' Welfare Committee. At a joint meeting of the Students' Welfare Committee and the above Special Committee held on 30 April, 1930, a modified scheme was recommended for adoption. The main changes recommended were: (*i*) arrangements to be made for the health examination of all students of two non-aided schools in Calcutta every year, to find out at what stage the various defects pointed out in the reports of the Students' Welfare Committee began to assert themselves; (*ii*) medical examination of students should be extended to colleges outside Calcutta; (*iii*) medical inspection should be restricted to first year students only; and (*iv*) it should be made compulsory and for this purpose necessary changes should be made in the University Regulations.

It was also decided that the scheme for after-care and follow-up work should be further developed.

Health Examination of Students: Up to date the Medical Board attached to the Students' Welfare Committee—which has been renamed the Board of Health under the University Act of 1951—has examined the health and recorded certain measurements of 78,884 students, to determine the general health and to assess the general development of the individual student. The detailed findings of the routine health examination have been from time to time published in twenty-seven reports of the Committee. These findings have been summarised in the undermentioned publications by the Secretary:—

First Studies on the Health and Growth of the Bengali students—1933 (Published by Calcutta University).

Nutrition of Bengali School Boy (Published by *Indian Journal of Pediatrics*, Vol. V, July, 1938).

Bengali School Boy—His physical development (*Zeitschrift Fur Rassenkunde*, Band VIII, Heft 1/1938).

The Variation in Stature and Cephalic Index among Bengali College students (*Proceedings of the 35th Indian Science Congress*, Patna, 1948).

Blood Pressure of the Bengali students (Published by *Indian Journal of Pediatrics*, 1952).

After-care and Medical Relief: In July 1921, a system of issuing a defect card to every student found to be suffering from any defect or disease at the routine medical examination, was introduced and medical advice in the interval between two medical examinations was made available.

From 1926 a system of recall examination was introduced, and

every student reported to be suffering from diseases of the lungs, heart, malnutrition or any other serious defect, was re-called for a more detailed examination. Arrangements were made for special examination, e.g., examination of blood, urine, stool, etc., and also for X'ray examination of the chest and electro-cardiography, whenever necessary for diagnosis. The cost of such examinations was borne by the University. From 1932 arrangements were made with some optical firms in Calcutta to supply glasses at concession rates to students recommended by the Students' Welfare Committee. Glasses were also supplied free of cost to needy students on the recommendation of the Heads of the institutions concerned. Arrangements were also made for treatment of dental defects of students by qualified dentists, at concession rates.

In November, 1932 the R. G. Kar Medical College Hospitals, Belgachia, fitted up the northern half of the Infirmary Buildings with ten beds, for treatment of University students suffering from non-infectious diseases.

From 1933 an Eye clinic for Dark room examination of vision and proper prescription of glasses was fitted up and attached to the office of the Students' Welfare Committee in the Darbhanga Building.

Dietary : In July 1925 a report on the diet provided to the students in the different hostels and messes attached to the colleges in Calcutta was submitted by the Secretary of the Students' Welfare Committee and a model daily diet table for students living in hostels and messes was drawn up by the late Chunilal Bose, and circulated to different hostels and messes for guidance. In 1929 the Secretary also published a preliminary study on nutrition and nutritional indices, and the Students' Welfare Committee granted him permission to undertake investigations on the diet and dietary habits of the Bengali students.

In 1938, two stipends were granted—one for investigating the problems of specific nutritional deficiencies with particular reference to vitamin requirements, and the other for gathering information about the protein and mineral values of the diet as consumed by students in Calcutta hostels. The investigations were carried on under the direction of Profesor Bireschandra Guha. The findings were published in the reports of the Students' Welfare Committee for the years 1938, 1939 and 1940.

Calcutta University Rowing Club : In 1920 on the recommendation of the Students' Welfare Committee, the Syndicate purchased

twelve boats for the use of the undergraduate students of affiliated colleges in Calcutta and of the post-graduate students of the University, and appointed a Committee to supervise the use of these boats by students. One additional boat was purchased on 7 January, 1921.

In March 1921 the scheme put forward by the Students' Welfare Committee for a Calcutta University Rowing Club was provisionally adopted, and during that year an Inter-Club League Competition was organised, which created a good deal of interest among the members.

In September, 1927, Rs 1,500 was sanctioned for the construction of a shanty at the canal side, Shyambazar, and in 1928, the Syndicate approved of the purchase of two Tub-Fours which the Calcutta Rowing Club kindly placed at the disposal of the Calcutta University Rowing Club, at a nominal cost of Rs 500. This enabled the students to get accustomed to rowing in this type of boats and to participate in competitions with other Rowing Clubs in the country.

During the year 1927 the Calcutta Rowing Club further presented to the Calcutta University Rowing Club two Oxford Clinkers, to enable the club to coach students for taking part in Regattas, and Mr. Rushforth, Secretary, Calcutta Rowing Club, coached the students for a period of two months. In November, 1933 the Syndicate sanctioned the purchase of two Oxford Racing boats which the Calcutta Rowing Club offered to the University Rowing Club at a nominal price.

During the year 1936 the first Inter-collegiate Rowing Competition was organised and held in the canals. The Scottish Church College, Calcutta, won the competition.

In 1934, the Calcutta Improvement Trust granted a permanent site on the Lake Extension to the University, and a temporary site immediately to the north of the Marwari Rowing Club for the erection of a temporary boat house.

During the year 1934-35 the University provided a sum of Rs 25,000 for building a suitable Club House with necessary equipments for the Calcutta University Rowing Club, on the site allotted by the Trust. The management of the Rowing Club was then entrusted to a separate Committee, and on the transference of the management to this new Committee, direct control of the Students' Welfare Committee over the University Rowing Club ceased.

The rise of the Calcutta University Rowing Club from an obscure

institution on the banks of the Circular Canal of the city, to its present position of eminence, as a well-equipped Club on the Dhakuria Lake, was chiefly due to the keen interest taken in it by the successive Vice-Chancellors of the University like Nilratan Sircar, Syamaprasad Mookerjee, Pramathanath Banerjee, Jnanendrachandra Ghosh, and its former Secretaries, Anathnath Chatterjee and Shyamlal Mookerjee.

Physical Education Activities: Under the auspices of the Students' Welfare Committee a scheme of physical training to students of affiliated colleges and of the University post-graduate departments was drawn up in 1929. The chief framer of the scheme was H. G. Bealle, Director of Physical Education, Y.M.C.A., Calcutta. After such modifications as were deemed necessary by colleges to suit local conditions, the scheme was implemented and in 1933, the post of a University Organiser of Physical Education was created, to which D. K. Chowdhury, a trained physical organiser and an old University Blue, was appointed.

In 1934, the first Inter-University Gymnastic contest was held at the Presidency College ground, and the competitions were repeated in subsequent years periodically. Ramaprasad Mookerjee presented a replica of *"Apollo Belvedere"* called *Asutosh Mookerjee Trophy* for award to the College which stood first at the contest. In 1934 the first service of Athletic Proficiency Test was organised, which was continued in later years with necessary modifications as experience gathered. The Students' Welfare Committee also organised the first Inter-collegiate Swimming Competition in September 1935, and it was repeated year after year, till in 1941 this function was taken over by the Calcutta University Athletic Club which was created in 1930.

In 1936 the University was able to secure a ground on the Maidan and Rs 5,000 was expended for the preparation of the playground. A pavillion was erected there and a Grounds Committee was appointed to look after the ground and organise training centres for students in Cricket, Tennis, and Athletics.

Rifle Shooting Clubs: The functions of the Students' Welfare Committee were taken over by the Board of Health on its creation under the Calcutta University Act of 1951, with additional duties allotted to it. The Board of Health came into operation on 12 March 1954, and during the period from December, 1954 to April, 1955, a pilot scheme for providing facilities to the University students

and the students of affiliated colleges in Calcutta for Rifle-shooting was undertaken. Under the pilot scheme facilities were thrown open to 138 non-cadet students—of whom 119 were male and 19 female —and to teachers including a lady teacher, to learn the art of shooting at Fort William. Arms were provided by the NCC authorities and the cost of ammunition was borne by the University. No subscription was charged for membership. With a view to further popularising Rifle-shooting the Board organised two Rifle Clubs in 1955, one for the students of north Calcutta and the other for south Calcutta. These clubs have been affiliated to the West Bengal Rifle Association and are organised and financed by the University. The practice-training shows that the Bengali students, specially the women students, have a flair for rifle shooting.

The Board of Health also organised a contingent of students as representative of the University to take part in the Inter-University Youth Festival held in Delhi during the years 1954 and 1955.

The Board was also entrusted with the work of organising Social Service camps by the students and teachers, for which Leadership Training Camps were first organized. The large amount of data on socio-economic conditions of the villages collected by the Campus is of considerable interest and was considered by a special committee. The findings of this committee have been published by the University.

MILITARY TRAINING OF STUDENTS

When in 1917-18 the Indian Defence Force was started in Calcutta and other important cities, it was keenly felt that University and college students and professors might very profitably be trained up in the fighting services with a double purpose: firstly, they might form a nucleus of loyal citizens from where leaders might easily be available for emergency and secondly, it would act as safety-valve, and check all so-called activities against the state, then governed by foreign rulers. Patriots like Surendranath Banerjea, Lt. Col. Sureshprasad Sarbadhikari and others readily accepted the plan and organized the University Corps as a wing of the Indian Defence Force.

In 1921 the name of the University Corps—Indian Defence Force was changed to University Training Corps—Indian Territorial Force. Very soon the University Training Corps gained in strength and

popularity and some of the student members were given Commission in this Unit. The types of Commission at that time given to Indians were of the Junior grade, but the University Training Corps Officers were allowed Honorary ranks for the Senior grade. The training included physical training, bayonet training, drill with arms, musketry and ceremonial drills. The movement gained momentum when the recommendations of the Skeen Committee for the gradual Indianisation of the Officers' rank of the Army and Lord Rawlinson's Eight Unit Scheme were being implemented, and the University Training Corps came to be regarded as a suitable ground for selecting the future officers of the Indian Army. The Corps thus rose in importance and dignity. It may be recalled that Air Marshal Subrata Mukherji, our present Chief of Air Staff, was enrolled as a member of the University Training Corps in 1926 from the Presidency College, Calcutta.

For some time there was a set-back in the progress of the University Training Corps on account of political disturbances in the country. In 1934, the Corps was again brought back to its previous vigour and strength when Major N. C. Jackson of 3/16th Punjab Regiment, took over the Command of the Unit and his valuable service for the reorganization of the Corps and placing it on a firm footing was very much appreciated. In 1937, Lt. Col. Dwijendranath Bhattacharya of the Vidyasagar College took over the command from Major N. C. Jackson as the first I.T.F. Officer. Being himself a teacher, Lt. Col. Bhattacharya knew the requirements of the students and during the period of his command, University Training Corps made solid progress with regard to training and recreational facilities to the cadets, with the help and co-operation of the University. The first Annual Camp was held in 1935, outside Calcutta, at Madhupur, which was visited by the then Vice-Chancellor, Syamaprasad Mookerjee. Thereafter, a series of camps was held outside Calcutta until the exegencies of World War II stopped holding such camps for a few years.

The first Indian Honorary Colonel of the University Training Corps was Lt. Col. K. K. Chatterji, who is known as the father of Indian Territorial Force for his long association with I.T.F. Before him the Governors of Bengal used to be the Hony. Colonel of the University Training Corps. The Vice-Chancellors of the University were subsequently made *ex-officio* Lt. Colonels of the University Training Corps.

On the outbreak of World War II, University Training Corps offered considerable number of cadets both serving and ex-cadets to join the fighting services, and many of them did very well and distinguished themselves with D.F.C., M.C., and other awards of gallantry. In 1942, the name of the University Training Corps was changed to University Officers' Training Corps and it was modelled on the Officers' Training Corps of the United Kingdom. Along with the change in name, certificate examinations conducted by Army authorities were introduced for the cadets, which helped them for getting direct commission in the fighting services. During this period the doors of the various military training schools at Mhow and Dehra Dun were let open to U.O.T.C. Officers, who were teachers of affiliated colleges. All these years, the University of Calcutta had been keenly interested in the progress of this youth organization, manned and officered by students and teachers of affiliated colleges. The University helped the organization not only with money grants from year to year but also with wise counsels, and instituted a few prizes for marksmanship and efficiency—both individual and collective. To encourage the college students to join the University Officers' Training Corps, the University of Calcutta introduced Military Science as a subject of study which could be taken up by the students as an additional subject for the University examinations.

After Independence the Government of India decided to abolish all University Training Corps in India by the enforcement of the National Cadet Corps Act in July, 1948. By this Act, Infantry Units were raised, followed by other land forces, and gradually the Navy and the Air Force wings were also raised. The novel feature of the National Cadet Corps Act was that, for the first time, it made provision for elementary military training for school boys in the Junior Division, National Cadet Corps. The College girls also were not forgotten and their training started in the Girls' Division under the supervision of Lady Officers from the college teaching staff. The school girls also have been given facilities to receive training in the Junior Division Girls' troops. The finest achievement so far by the NCC cadets of West Bengal was the annexation of the NCC Banner in 1954, which is the highest honour for all-round efficiency of contingents sent to Delhi on the occasion of the Republic Day parade. In the National Rifle Shooting competition in Delhi, the Cadets of this University also proved their mettle to be far above other competitors from different Universities for several years toge-

ther. The Cadets have materially contributed towards the fulfilment of the First Five Year Plan by actively participating in social service works in different Community Development Project Areas and thereby winning the applause of the general public and the State. It is a happy augury that our NCC Cadets joined almost every run organized by the Himalayan Mountaineering Institute at Darjeeling, to receive lessons in scientific mountaineering and hill-climbing, since the very inception of this school.

It is noteworthy that Harendra Coomar Mookerjee, who was one of the renowned teachers of the University and subsequently Governor of West Bengal, cherished a fond love for NCC so much that he made an endowment of one lakh of rupees for the foundation of a scholarship of Rs. 1,000 per annum, under certain conditions, for the promotion of military education among the youths of West Bengal, to be awarded to candidates who are admitted to the Prince of Wales' Military College, Dehra Dun or any other college for military training. The scholarship is tenable for the duration of the course of training the candidates are to undergo in the military college.

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BOSE, Dr. ATINDRANATH, M.A., Ph.D.—Books: Social and Rural Economy of Northern India (Cir. 600 B.C.—200 A.D., Vols. I and II); Crossroads of Science and Philosophy (1947); Planning for Free India, 1948; Modern Age and India, 1950; ইতিহাস ও দর্শন; ভারতীয় সমাজ বিকাশের ধারা।

BANERJEE, Dr. ANILCHANDRA, M.A., Ph.D.—Books: The Eastern Frontier of British India; Annexation of Burma; Rajput Studies; Peshwa Madhav Rao, I. Edited Indian Constitutional Documents (3 Volumes); The Making of the Indian Constitution; The Constituent Assembly of India; The Rajput States and East India Co.; Anglo-Sikh Relations; History of India (in collaboration with Dr. N. K. Sinha).

Papers: Kingship and Nobility in the 13th Century (*Indian His. Quarterly*); Kingship and Nobility in the 14th Century (*Ind. His. Quarterly*); The Islamic Kingship in India (*Ind. His. Quarterly*); British Policy towards Afghan War of Succession (*Ind. His. Quarterly*); Succession of Firuz Shah (*Ind. Culture*); Kingship and Nobility in the 15th Century (*Ind. Culture*); The Wizarat under the Slave Kings (*Ind. Culture*); Some important Officers of the Sultans of Delhi (*Ind. Culture*); Provincial Government under the Sultanate of Delhi (*Ind. Culture*); Procedure of Succession to the Sultanate of Delhi (*Jour. of Ind. His.*); Influence of Islamic Traditions on the Sultanate of Delhi (*Jour. of Ind. His.*); Origin of Sikh Militarism (*Jour. of Ind. His.*); Early Indo-Persian Literature and Amir Khusrau (*Cal. Rev.*); Provincial Government under the Slave Sultans (*Cal. Rev.*); Sikhism and the Medieval Reformation (*Jour. of Bihar and Orissa Research Soc.*); Some Aspects of the Career of Guru Teg Bahadur (*Jour. of Bihar and Orissa Research Soc.*); Dewani and Criminal Jurisdiction (*Ind. His. Records Commission*); A Contemporary Account of the First Anglo-Maratha War (*Ind. His. Records Commission*); Neutralisation of Afghanistan (*Ind. His. Congress*).

DR. SANAULLAH, PH.D.—BOOK: Decline and Fall of the Seljuks.

BANERJEE, DR. G. N., M.A., PH.D.—BOOKS: Hellenism in Ancient India; World around Ancient India.

MAJUMDAR, DR. R. C., M.A., PH.D.—BOOKS: Corporate Life in Ancient India; History of the Gurjara-Pratiharas.

BANERJEE, DR. N. C., M.A., PH.D.—BOOKS: Kautilya; Economic History of Ancient India.

DASGUPTA, J. N., M.A. (Oxon)—BOOKS: India in the 17th Century; Bengal in the 16th Century.

CHATTERJEE, DR. S., M.A., PH.D.—BOOKS: Studies in Ancient Geography of South India (Thesis for the P.R.S.); The Sakas in India (Thesis for the Ph.D.).

SEN, S. P., B.A. (Lond.)—BOOK: History of the French in India—First Establishment and Struggle (C.U.).

MITRA, DR. R. C., M.A., D.PHIL.—The Decline of Buddhism in India.

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HABIBULLAH, DR. A. B. M., M.A., PH.D. (Lond.)—BOOKS: Foundation of Muslim Rule in India (published by Sh. U. Ashraf, Lahore, 1945); Chapters on Pre-Mughal History of Bengal—in History of Bengal, Vol. II (Dacca).

PAPERS: Sultana Raziya (*Ind. His. Quarterly*, 1940); Administration of the Memeluke Sultans of Delhi (*Ind. His. Quarterly*, 1943); Re-evaluation of the Literary Sources for the Pre-Mughal History of India (*Islamic Culture*, 1941); Organization of the Fighting Forces of the Delhi Sultanate (*Cal. Rev.*, 1943); Arakan in the Pre-Mughal History of Bengal (*Jour. of Royal Asiatic Soc. of Bengal*, 1944); First Mughal Attack on India (*Ind. His. Congress*, 1943); A Farman of the Mughal Emperor Mahammad Shah (*Ind. His. Records Commission*, 1947).

RAYCHAUDHURI, Dr. M. L., M.A., D.Litt.—Books: Din-i-Ilahi (or Religion of Akbar) (C.U.); Egypt in 1945 (C.U.); Music in Islam (Griffith Prize Thesis); State and Religion in Mughal India.

Papers: Idol Worship in Pre-Islamic Arabia (*Cal. Rev.*, C.U.); Was Akbar Literate? (*Ind. His. Quarterly*, Calcutta); Historical Value of Badauin (*Ind. His. Congress*, Allahabad); Political Philosophy of the Mughal Empire (*Ind. Culture*, Calcutta); Al-Jeziah (*Ind. Culture*, Calcutta); Sufis and Music (*B. C. Law Com. Volume*, Calcutta); Genesis of Music in Islam (*Cal. Rev.*); Introduction to the Study of Music in Islam (*Cal. Rev.*); Hindu Contribution to Persian Culture (*B.O. Research Soc. Jour.*, Patna); Literacy in Islam (*Bengal: Past and Present*); Sanad of Capt. Browne of E.I. Co. (*Ind. His. Records Commission*, Baroda); Dewani and Clive (*Ind. His. Records Commission*, Udaipur); Ghatwali Tenure of early E.I. Co. (*Ind. His. Records Commission*, Mysore); Christians at the Mughal Court (*Ind. His. Congress*, Hyderabad); Language of the Mughal Court (*Ind. His. Congress*, Lahore); Hindu-Muslim Culture in the Mughal Court (*Ind. His. Congress*, Patna).

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NIAZ AHMAAD KHAN, M.A.—Book: Meezan.

CHOPRA, HIRALAL, M.A.—Books: Diwan-i-Hali (annotated and edited) : Dr. Iqbal and his Poetry (Hindi).

HASAN KHAN, MUHIBBAL, B.A. (Lond.)—Papers: Tipu Sultan and his English Prisoner of War (*Bengal: Past and Present*, 1942); Tipu's attack on Nargund (*Bengal: Past and Present*, 1944); The French in the Second Anglo-Mysore War (*Bengal: Past and Present*, 1945); Tarikh-i-Hamid Khan (*Ind. His. Records Commission*, 1946); The Nizam's claim to Nargund (*Ind. His. Records Commission*, 1947);

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ROY, ATULCHANDRA, M.A.—BOOKS: The Career of Mir Jafar Khan 1757-65 A.D.; Studies in Bengal Naval History (from the earliest times to mid-19th Century).

MODERN INDIAN LANGUAGES

SEN, PROF. DINESHCHANDRA, D.LITT.—BOOKS: History of Bengali Language and Literature; Bengali Prose Style; Eastern Bengal Ballads; The Folk Literature of Bengal; ময়মনসিং গীতিকা; The Vaisnava Literature of Medieval Bengal; Chaitanya and His Age; Chaitanya and his Companions; বঙ্গভাষা ও সাহিত্য; বৃহৎ বঙ্গ; রামায়ণী কথা; Bengali Ramayanas.

MITRA, PROF. KHAGENDRANATH, M.A.—BOOKS: পদামৃত মাধুরী (edited); বিদ্যাপতির পদাবলী (edited); মালাধর বসুর শ্রীকৃষ্ণ-বিজয় (edited); বৈষ্ণব-রসসাহিত্য।

BANERJEE, PROF. SRIKUMAR, M.A., PH.D.—BOOKS: বঙ্গসাহিত্যে উপন্যাসের ধারা; বাংলা সাহিত্যের কথা; Critical Theories and Poetic Practice in the Lyrical Ballads.

MITRA, SAILENDRANATH, M.A.—PAPERS: The Long-lost Sanskrit Vidyasundar (*Proceedings and Transactions* of the 2nd Oriental Conference, Cal. 1922); Early English Theatre and the Bengali Drama (*Cal. Rev.,* Nov. 1923); কবিশেখরের বিদ্যাসুন্দর (সাহিত্য পরিষৎ পত্রিকা, ষটত্রিংশ ভাগ, ২য় সংখ্যা, ১৩৩৬); গিরিশচন্দ্র; বাঙ্গালা নাটকে ভাবের মিলন; বহুবাজারের প্রাচীন নাট্যসমাজ।

DASGUPTA, DR. TAMONASHCHANDRA, M.A., PH.D.—BOOKS: Aspects of Bengali Society (C.U.); নারায়ণ দেবের পদ্মপুরাণ (edited); The

Maharastra Purana (edited); The Sarada Mangal (edited); মাণিক দত্তের চণ্ডীকাব্য (edited).

SEN, PRIYARANJAN, M.A.—Book: Western Influence on Bengali Literature (C.U.).

CHAUDHURI, BISWAPATI, M.A.—Books: কাব্যে রবীন্দ্রনাথ; কথাসাহিত্যে রবীন্দ্রনাথ; A Critical Study of the Songs of Jnanadas; A Critical Study of the Songs of Gobindadas.

BOSE, MANINDRAMOHAN, M.A.—Books: Post-Chaitanya Sahajiya Cult of Bengal; সহজিয়া সাহিত্য; বাগাত্মিকা পদাবলী; বাংলা সাহিত্যের ইতিহাস, প্রথম ও দ্বিতীয় খণ্ড; দীন চণ্ডিদাস (edited).

DASGUPTA, Prof. SASHIBHUSHAN, M.A., Ph.D.—Books: উপমা কালিদাসস্য; ভারতীয় সাধনার ঐক্য; ত্রয়ী (বাল্মীকি, কালিদাস, রবীন্দ্রনাথ); Obscure Religious Cult as Background of Bengali Literature; An Introduction to Tantric Buddhism; বাংলা সাহিত্যের নবযুগ; বাংলা সাহিত্যের একদিক; সাহিত্যের স্বরূপ; শ্রীরাধার ক্রম-বিকাশ; শিল্প-লিপি; কবি যতীন্দ্রনাথ ও আধুনিক বাংলা কবিতার প্রথম পর্য্যায়।

BHATTACHARYYA, JATINDRAMOHAN, M.A.—Books: Purana-bodhoddipika; Mahammedan Vaisnavite Poets of Bengal; Notices and Reviews of Bengali books in English journals from 1743 to 1867; History of European Writers with their Bengali works from 1743 to 1867; Missionary Contribution to Bengali Literature from 1743 to 1867; Bengali Journals edited by Europeans from 1818 to 1867; History of Bengali Grammar; History of Bengali Lexicon from 1743 to 1867 (Thesis for Griffith Memorial Prize for the session 1937); Ketaka-das Manasmangal (edited).

SEN, AMIYAKUMAR, M.A.—Books: বাংলা কাব্যে নিসর্গ; ব্রজবুলির উৎপত্তি ও ইতিহাস।

BISHI, PRAMATHANATH, M.A.—Books: রবীন্দ্র কাব্যপ্রবাহ; মাইকেল মধুসূদন; রবীন্দ্র নাট্য-প্রবাহ; রবীন্দ্র কাব্য-নির্ণয়; কাব্য-বিতান।

MITRA, HARAPRASAD, M.A.—Books: প্রাক্-রবীন্দ্র বাংলা কাব্য (Prak-Rabindra Bangla Kavya); সাহিত্য-পরিক্রমা; সত্যেন্দ্রনাথ দত্তের কবিতা ও কাব্যায়ন; সাহিত্য পাঠকের ডায়েরী; সাহিত্যের নবকথা; তিমিরাভিসার (কবিতাসংগ্রহ); চূর্ণিপান্নার কণা (কবিতাসংগ্রহ); পঙ্‌কতিলক (কবিতাসংগ্রহ); ভ্রমণ (কবিতাসংগ্রহ)।

BHATTACHARYYA, ASUTOSH, M.A.—Books: বাংলা মঙ্গলকাব্যের ইতিহাস; বাংলা নাট্য-সাহিত্যের ইতিহাস; বাংলার লোক-সাহিত্য; কাব্যসঞ্চয়।

PALI

MOHAMAHOPADHYAY, Dr. SATIS CHANDRA VIDYABHUSAN, M.A., Ph.D.—Books: History of Medieval School of Indian Logic; Life of Buddha (in Bengali); So-Sor-thar-pa; Madhyamika-Vrtti and a few other Texts (edited).

Papers: About hundred papers published in such journals as *J.R.A.S., J.A.S.B.* etc.

BARUA, Professor B. M., M.A., D.Litt. (Lond.)—Books: A History of Pre-Buddhistic Indian Philosophy; A Prolegomena to the History of Buddhist Philosophy; The Ajivikas; Asoka and His Edicts in three volumes; Barhut—illustrated monographs in three volumes; Theory of Progress; Ceylon Lectures; Bauddha Kosa; Majjhima Nikaya (Bengali Translation); Chakma Taras from Chittagong Hill Tracts; Mss. of Dharma-samuccaya and Karandavayuha; Burmese Mss. of later Pali Works.

Papers: Bhabru Edict of Asoka (*J.R.A.S.*, 1921); Mahayana in the Making (*Sir Asutosh Silver Jubilee Volume*); Indian Script and Tantric Code (*B. C. Law Volume*); Jataka Labels (*I.H.Q.*, Vol. I); Old Brahmi Inscriptions in Udayagiri and Khandagiri Caves: Language and Style (*I.H.Q.*, Vol. IV); Old Brahmi Inscription of Mahathan, Bogra District (*I.H.Q.*, Vol. X); Minor Brahmi Inscription in Udayagiri and Khandagiri Caves (Revised Ed. *I.H.Q.*, Vol. XIV); Hathigumpha Inscription of Kharavela (Revised Ed. *I.H.Q.*, Vol. XIV).

MITRA, SAILENDRANATH, M.A.—Books: Prakrit Dhammapada based on a Central Asian Kharosthi Ms. (with Professor B. M. Barua); Balavatara (A Pali Grammar Revised with English and Bengali Translation and Notes).

Papers: Pali, Prakrit and Sanskrit in Buddhist Literature (*Sir Asutosh Silver Jubilee*, Vol. III, *Orientalia*, pt. II); Lumbini Pilgrimage Records in two Inscriptions (of Asoka) (*I.H.Q.*, Vol. V); Notes on Asoka Rescripts (*I.H.Q.*, Vols. VII, VIII); Identification of Vinaya Samukase in Asoka's Bhabru Edict, (*I.H.Q.*, Vol. VIII); The Rajukas in relation to the Yutas (*I.C.*, Vol. I).

DAS, Dr. SUDHIRRANJAN, M.A., D.Phil.—Book: Folk Religion of Bengal (Part I).

DUTT, PROF. NALINAKSHA, M.A., D.Litt. (Lond.)—BOOKS: Early History of the Spread of Buddhism and the Buddhist Schools; Aspects of the Mahayana Buddhism and its relation to Hinayana; Three Principal Schools of Buddhism; Early Monastic Buddhism (in two Volumes); History of Buddhism included in the "History of India" of the Bharatiya Itihasa Samity; Sumangalavilashini; Translation of Taranath's History of Buddhism; Pancavimsatisahasrika—Prajna-paramita; Bodhisattva-pratimoksa-sutra and several Gilgit Mss.

PAPERS: Notes on Nagarjunikonda Inscriptions (*I.H.Q.*, Vol. VIII); A Buddhist Manuscript of Gilgit (Ajitasena-vyakarananirdesa of Sthirabuddhi), (*I.H.Q.*, Vol. VIII); Three Buddhist Manuscripts of Gilgit (*I.H.Q.*, Vols. VIII, IX and XII); Brahmajalasutta in the light of Nagarjuna's exposition (*I.H.Q.*, Vol. VIII); Doctrines of the Maha-sanghika School of Buddhism (*I.H.Q.*, Vol. XIII); Doctrines of the Sarvastivada School (*I.H.Q.*, Vol. XIV); Gilgit Mss. of the Vinaya Pitaka (*I.H.Q.*, Vol. XIV); Dhammasangani, an analytical study (*I.H.Q.*, Vol. XV); Place of Laity in early Buddhism (*I.H.Q.*, Vol. XXI).

BHADURI, DR. SADANANDA, M.A., PH.D.—BOOK: Nyaya-Vaisesika Metaphysics.

BANERJEE, DR. A C., M.A., PH.D.—BOOKS: Sarvastivada School and its Literature; Some Aspects of Buddhist Culture from the Chinese Sources; Narayanapari-praccha; Mahadevi-vyakarana; Pratimoksa-sutra; Vasanta-tilaka; Karmavakya; Kavyadarsa.

PAPERS: Buddhist Ecclesiastical Punishment (*I.H.Q.*, 1937); Sutrasa-muccaya (*I.H.Q.*, 1941).

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PAPERS: A few evidences of the age of Kathavatthu (*I.H.Q.*, 1931); Some Notes on Nagarjunikond Inscriptions (*I.C.*, Vol. I); Buddha-khetta in the Apadana (*B. C. Law Volume*).

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SEAL, PROF. BROJENDRANATH, M.A., PH.D., etc.—BOOKS AND PAPERS: New Essays in Criticism; Vaisnavism and Christianity; Race Origins (*Opening Address* at the International Congress of the Races); Race, Culture, Habitat; Positive Sciences of the Ancient Hindus; Syllabus of Indian Philosophy; Quest Eternal.

PROF. SARVEPALLI RADHAKRISHNAN, M.A., D.LIT. etc.—BOOKS: Reign of Religion in Contemporary Philosophy; Indian Philosophy, Vols. I and II; The Hindu View of Life; An Idealistic View of Life; Eastern Religions and Western Thought; Comparative Religion; Lectures on Bhagavat Gita.

HALDER, PROF. HIRALAL, M.A., PH.D.—BOOKS: Hegelianism and Human Personality; Essays on General Philosophy; Neo-Hegelianism.

BHATTACHARYA, PROF. KRISHNA CHANDRA, M.A.—BOOKS: Studies in Vedantism; The Subject as Freedom; Lectures on Kant and Lectures on Sankhya.

DASGUPTA, PROF. SURENDRANATH, M.A., PH.D. D.LIT. (Oxford and Rome).—BOOKS: History of Indian Philosophy (Vols. I, II, III)*; Yoga Philosophy; Indian Idealism; Philosophical Essays; Lectures on Religion (Stephanos Nirmalendu Ghosh Lectures).

MAITRA, PROF. SUSIL KUMAR, M.A., PH.D.—BOOKS: The Ethics of the Hindus; Madhva Logic; Studies in Philosophy and Religion.

PAPERS: General Will (paper contributed to Prof. K. C. Bhattacharyya Commemoration Volume); Degrees of Goodness and Badness (paper contributed to Twentieth Century India of the Science and Civilisation series, America); A Paper in Bengali on *Darsaner Laksana—Presidential Address* at the 1948 session of *Darsana-Parisad.*

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PAPERS: Is Idealism Refuted (*read* before Indian Philosophical Congress, 1926); Place of Tradition in Religious Life (*Cal. Rev.*, 1927); Freud on Future of Religion (*Ind. Jour. of Psychology*, 1940); The Indian Conception of Philosophy (*Presidential Address* at the Ind.

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Phil. Section of the 1938 session of the Indian Philosophical Congress); The Nature and Status of Sense-data (*Cal. Rev.*, 1943); The Correspondence Theory of Truth and Error (*Cal. Rev.*, 1943); The Coherence Theory of Truth and Error (*Phil. Quarterly*, 1943); The Theory of External Relations (*Cal. Rev.*, 1944); The Theory of Internal Relations (*Cal. Rev.*, 1944); The Theory of Concrete Universals (contributed to *Prof. K. C. Bhattacharyya Commemoration Volume*).

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PAPERS: The Starting-point of Logic (*Ind. Phil. Congress*, 1928); Synthesis of Religions in Ramkrishna (*The Religions of the World*, Vol. II, R. K. Institute of Culture); The Concept of Non-Violence (*Cal. Rev.*, 1939); Incarnation (*Vedanta Kesari*, 1939); Mysticism and Unity in Nature (*Vedanta Kesari*, 1941); Bergson and Sri Aurobindo on Grades of Intuitions (*Cal. Rev.*, 1946); Can we really check the Progress of Science? (*Cal. Rev.*, 1947); The Ideal State (*Cal. Rev.*, 1947); Sri Aurobindo's Theory of Intuition (*Cal. Rev.*, 1948).

DAS, DR. RASHBIHARI, M.A., PH.D.—BOOKS: The Self and the Ideal; The Essentials of Advaitism; *Ajnana* or the Theory of Ignorance; The philosophy of Whitehead; Kanter Darsana (in Bengali).

PAPERS: The Nature of Sensa (*Indian Philosophical Congress*); Solipsism (*Indian Philosophical Congress*); The Principle of Generalisation in Indian Philosophy (*Indian Philosophical Congress*); Bradley and Sankara (*Ind. Phil. Congress*); Vedantism and Theism (*Ind. Phil. Congress*); Appearance (*Ind. Phil. Congress*); On Negation (*Ind. Phil. Congress*); What is a Proposition? (*Ind. Phil. Congress*); Knowledge and Belief (*Ind. Phil. Congress*); Self-Knowledge (*Ind. Phil. Congress*); Scepticism (*Ind. Phil. Congress*); In Defence of Substance (*Ind. Phil. Congress*); Philosophical Thought in Hegel (*Ind. Phil. Congress*); Appearance and Things-in-themselves (*Ind. Phil. Congress*); Sensibility and Understanding (*Ind. Phil. Congress*); Logical Construction (*Ind. Phil. Congress*); Hindu Theories of Illusion (*The Open Court*); Universals and Characters (*The Monist*); Our Knowledge of Physical Objects (*The Monist*); Relations in Modern Logic (*Cal. Rev.*); Sleep and Consciousness (*Cal. Rev.*); Identity (*The Phil. Quarterly*); Fact, Thought and Existence (*The Phil. Quarterly*); Concept and Imagination in Knowledge (*The Phil. Quarterly*); On Knowledge (*The Phil. Quarterly*).

BHATTACHARYYA, Dr. KALIDAS, M.A., Ph.D.—Books: An Enquiry into the Fundamentals of Philosophy (Doctorate Thesis); Ultimate Standpoints in Philosophy (P.R.S. Thesis).

Papers: Some Aspects of Belief (*The Philosophical Quarterly*); Negation as a Fact (*The Philosophical Quarterly*); Object and Appearance (*The Philosophical Quarterly*); Memory and Knowledge (*The Phil. Quarterly*); Essence, Universal and Thought (*The Phil. Quarterly*); The Idea of Noumenon (*Cal. Rev.*, 1927); Knowledge as Knowing and Knowness (*Cal. Rev.*, 1937); Alternate Forms of Politics (*Cal. Rev.*, 1943); Content and Object (contributed to *Prof. K. C. Bhattacharyya Commemoration Volume*); The Criterion of Reality (Symposium *Ind. Phil. Congress*, 1947); Desavicara (in Bengali—*Darsana*, 1348 and 1350); Laukika o Pratibha Jnana (in Bengali—*Darsana*, 1349); Karyakaranasamparka (in Bengali—*Darsana*, 1350).

GUHA, Dr. ABHAYA CH., M.A., Ph.D.—Books: Jivatma in Vedanta; Saundaryya Tattva (in Bengali).

RAY, A. M., M.A.—Papers: Different Moralists on Veracity (*Cal. Rev.*); Veracity in its Moral Aspect (*Cal. Rev.*).

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BENGAL TANNING INSTITUTE, CALCUTTA

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Amita Guha, M.A. (Srimati).
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Santimoy Roy, M.A.
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Bharati Roy, M.A. (Srimati).
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Sourindrasankar Dasgupta, M.A., B.L.
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Sadhana Banerjee, B.A. (Srimati).

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Dayamoy Daka, M.SC.
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Umaprasad Haldar, M.A.
Ajitkumar Roy, M.A.

Prabodh N. Chaudhury, M.SC., M.A.
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Sukumar Chatterjee, M.A.
Sabitrikumar Raha, M.A., LL.B.

SETH ANANDRAM JAIPURIA COLLEGE, CALCUTTA

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Santosh Kr. Chatterjee, B.A.
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Salil Ganguly, M.A.
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Sadhanjyoti Burman, M.SC.
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Surjaprosad Shukla, B.SC.
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Ramendramohan Bose, M.A.
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BERHAMPORE GIRLS' COLLEGE, BERHAMPORE

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A. Dasgupta.
P. Ghosh.
C. P. Ghosh.
N. Chaudhury, M.A.
Bani Ganguly, M.A. (Srimati)
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Sujata Hazra (Srimati).
Bibha Sen, M.A. (Srimati).
P. Sen, M.A.
Rubi Chaudhury (Srimati).
N. Duttagupta, M.A.
Sadhana Choudhury (Srimati).
D. Chatterjee.
Sephalika Dhar (Srimati).
T. P. Das.
Basudeb Bhattacherji.
Arati Ray (Srimati).
Dipti Sarkar (Srimati).
Nilima Mukherjee (Srimati).
Anima Biswas (Srimati).

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Nanigopal Chakravarti, M.A.
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Durga Ch. Bhattacharya, M.A.
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Sourindranath Bagchi, M.SC.
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Bimalkumar Ghosh, B.SC.
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Benoykumar Chatterjee, M.A.
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Sushilkumar Bose, B.SC.
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Protima Mondol, M.A. (Lucknow) (Srimati).
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Manindrabhushan Biswas, M.A., Kavya-vyakarantirtha, Vidyaratna.
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Shobhana Mazumdar, M.A. (Srimati).

Chitra Roy, M.A. (Srimati).
Nirmal Talwar, M.A. (Srimati).
Kalyani Karlekar, M.A., B.T. (Srimati).
Ira Mukherjee, M.A. (Srimati).

GOVERNMENT TRAINING COLLEGE, HOOGHLY

Principal A. K. Sarkar, B.T.
Bibhutibhusan Bhattacharyya, B.T.
Nalinibhusan Dasgupta, M.A.
Rameshchandra Das, M.A.
Manmathakumar Mazumdar, M.SC.
Apurbakumar Bose, M.A.
Sureshchandra Sarkar, B.T.
Satyendralal Roy, B.T.
Devkumar Roychowdhury.

BANKIMCHANDRA SARDAR MAHAVIDYALAYA, TANGRAKHALI, 24 PARGANAS

Principal Pabitrakumar Dasgupta, M.A.
Sudhindranath Bhattacharya, M.A.
Haralal De, M.A.
Basablal Sarkar, M.A.
Sailendranath Haldar, M.A.
Ranajitkumar Bhakta, M.A.
Ramjiban Mandal, M.SC.

BANKURA SAMMILANI MEDICAL COLLEGE, BANKURA

Principal B. N. Hajra, M.SC., M.B., M.R.C.P. (Lond.).
S. C. Guha, M.B., F.R.C.P.S. (Glas.).
P. De, M.B.
K. De, B.SC., M.B.B.S.
N. Banerjee, M.B., M.S.
B. K. Mondal, B.SC., M.B.B.S.
Lakshminarain Das, M.SC., M.B.
N. Bhadra, M.SC., M.B.B.S.
K. P. Gupta, M.B.B.S.

Dr. D. K. Raychaudhury, M.SC., PH.D. (Budapest).
Gourgopal Das, M.SC.
Dr. S. C. Das, M.B., PH.D. (Edin.), F.R.S.E.

KHUDIRAM BOSE CENTRAL COLLEGE, CALCUTTA

Principal Benoykumar Chaudhuri, M.A.
Sukumar Mukherjee, M.A.
Pratulchandra Chatterjee, M.A.
Saurindrakumar De, M.A.

SREECHAITANYA COLLEGE, HABRA, 24 PARGANAS

Principal Bankubehari Bhattacharjee, M.A.
Dr. Sukumar Mitra, M.A., B.L., PHD. (Lond.).
Bankimchandra Roychowdhury, M.A.
Sasankasekhar Bhattacharjee, M.A. (D.U.).
Saileshchandra Ghosh, M.A.
Mahadeb Datta, M.SC.
Nitai Saharoy, M.SC.
Birendrachandra Majumdar, M.SC.
Dhirananda Roy, M.A.
Gopeswar Sain, M.A.
Haralal Mukherjee, M.A.
Sachindra N. Sarkar, M.SC. (D.U.).

NARIKELDANGA GOOROODAS COLLEGE, CALCUTTA

Principal Jayantakumar Dasgupta, M.A., PH.D. (Lond.).
Asoke Chatterjee, M.A., Kavyatirtha, Vedatirtha, Smrititirtha, Puran-tirtha.
Bibhutibhusan Sen, M.A. (D.U.).
Sudhangshubhusan Chanda, M.A.
Dulalkumar Mitra, M.A.
Sachindranath Dutt, M.A.
Nikhilranjan Ghosh, M.SC.
Sumita Ghosal, M.A. (Srimati).
Bibhutibhusan Banerjee M.A., B.T.
Jitendralal Roychaudhuri, M.A. (D.U.).

BRAHMANANDA KESHABCHANDRA COLLEGE, 24 PARGANAS

Principal S. K. Majumdar, M.SC.
J. C. Paul.
Nirmalendu Chakraborty.
Nirmalendu Mukherjee.
Debiprasad Chatterjee.
Sudendu Bhattacharjee.
Upendrachandra Das.
Durgadas Goswami.
Amarnath Sengupta.
Sunilkumar Chatterjee.
Anilkumar Dasgupta.

DINABANDHU ANDREWS COLLEGE, 24 PARGANAS

Principal S. K. Majumdar, M.SC., PH.D. (Munich).
Hareschandra Bhattacharyya, M.A.
Sukumar Mukhopadhyay, M.A.
Kamalakanta Ghosh, M.A., B.T.
Siddheswar Chattopadhyay, M.A., Kavyatirtha.
Uma Mukhopadhyay, M.A. (Srimati).
Dhireschandra Gupta, M.A.
Sobhanlal Mukhopadhyay, M.A.
Sanatkumar Sen, M.A.
Pranoti Dasgupta, M.A. (Srimati).
Moheshchandra Ghosh, M.SC.
Himanshukumar Guhathakurta, M.A.
Priyabrata Dhargupta, M.SC.
Shyamalkanti, Sen, M.SC.
Manindranath De, M.SC.
Manindrachandra Dasgupta, M.A.

SAROJINI NAIDU COLLEGE FOR WOMEN, DUM DUM, CALCUTTA

Banee Sarkar, M.A., B.SC. (Rang.), M.A. Edn. (Lond.), T.D. (Lond.) (Srimati).
Dr. Niharkana Majumdar, M.A., D.Phil. (Srimati).
Lila Sengupta, M.A. (D.U.) (Srimati).
Maitreyee Dasgupta, M.A. (Srimati).

Umarani Maitra, M.A. (Srimati).
Pranati Sinha, M.A. (Srimati).
Sreela Gangopadhyay, M.A. (Srimati).
Namita Gupta, M.A. (Srimati).
Kalyani Datta, M.A., Kavyatirtha (Srimati).
Lakshmi Sanyal, M.A. (Srimati).
Sutapa Ghosh, M.Sc. (Srimati).
Banalata Roy, M.Sc. (Srimati).
Namita Saha, M.Sc. (Srimati).
Diptimayee Nath, M.A. (Srimati).
Madhabi Mookherjee, M.A. (Srimati).
Aparna Sen, M.A. (Srimati).

DINHATA COLLEGE, COOCH BEHAR

Principal Ramcharan Nath, M.A.
H. R. Das, M.A.
A. C. Roy, M.com.
M. L. Biswas, M.A.
N. M. Saha, M.A.
S. K. Chakravorty, M.A.

S. S. KARNANI MEMORIAL HOSPITAL, CALCUTTA

Dr. B. B. Bhattacharyya, B.Sc., M.D.
J. C. Gupta, M.B.
A. K. Basu, M.B., M.S.
C. L. Mukherjee, M.O.
G. B. Sinha, M.B.
M. Mukherjee, M.B., M.S.
Dr. T. K. Ghosh, M.B., M.D.
B. P. Ghose, M.Sc.
S. Bose, M.B.
D. P. Basu, M.B.
B. M. Chatterjee, M.B., D.O.M.S.
A. Roy, B.Sc., M.B.
S. R. Chandra, M.B.
H. Sarkar, M.B.
R. N. Chatterjee, M.B., M.S.
A. Bagchi, M.B.B.S.
S. Konar, M.B.B.S.
S. Ghosh, B.Sc., M.B.

A. Roy, M.B.
A. B. Mukherjee, M.B., D.T.M.
A. Mitra, M.B., D.G.O., M.O.
A. Mukherjee, M.B., M.S. (Srimati).
A. S. Ghosh, M.B.

INSTITUTE OF CHILD HEALTH, CALCUTTA

K. C. Chaudhuri, M.B., *Director.*
Dr. Amala Chaudhuri, M.D. (Toronto), D.C.H. (Lond.) (Srimati).
S. K. Bose, M.B., D.C.H. (Lond.).
Dr. A. C. Majumdar, M.Sc., D.Phil.
Dr. S. R. Mukherjee, M.S., Ph.D. (Edin.), D.Sc. (Edin.).
S. P. Ghoshal, M.B.B.S. (Patna), D.T.M., D.C.H. (Lond.).
D. K. Basu, M.B., D.T.M.
U. C. Chakraborty, M.B., F.R.C.S. (Eng.).
P. B. Mukherjee, M.B., F.R.C.S. (Edin.), D.M.R.E. (Lond.).
A. K. Bose, M.Sc., M.B., M.R.C.P. (Lond.).
N. K. Munshi, M.B., D.O.M.S. (Lond.).
N. Banerjee, M.B., F.R.C.S. (Eng.), D.L.O. (Lond.).
Dr. A. Ronald, M.D. (Vienna).
E. Mehta, M.B.B.S. (Srimati).
S. N. Basu, M.B.B.S.
R. P. Misra, M.B.B.S.

CENTENARY CELEBRATIONS

January, 1957

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On the completion of the first hundred years of existence, the University of Calcutta celebrated its centenary in a suitable manner. All the universities in India and about three hundred universities in other parts of the world were invited to take part in the celebration. The Indian Science Congress and the Inter-University Board of India were requested to hold their annual sessions, as part of the celebrations, in Calcutta under the auspices of the University. The response from all quarters was as enthusiastic as cordial. Warm greetings congratulating the University on its achievements during the past hundred years and messages of goodwill for its future prosperity were received from every part of the globe. Delegates from universities and learned bodies from far off countries, such as the United States of America, the U.S.S.R., Israel, Sudan, Gold Coast, Hungary, China, Malta, France, attended the function.

The programme of the Centenary Celebrations extended practically over the whole month of January, 1957. The Centenary sports commenced on 4th January and ended on 30th of that month. The Centenary Exhibition, which was held jointly under the auspices of the University and the Indian Science Congress, opened on 14th January and continued to attract larger number of visitors day after day, till it closed on 26th January. The Indian Science Congress held its forty-fourth session from 14th to 21st January. Jawaharlal Nehru, Prime Minister of India, presided over the inaugural session of the Congress. On 21st January the Inter-University Board held its thirty-second annual meeting under the chairmanship of Srimati Hansa Mehta. On 22nd January, in the morning a symposium on *University Education* was held, in which eminent educationists took part, and in the evening of that day an Inter-University debate was held in which students from different universities in India participated. The Centennial Convocation for conferring degrees on graduates of the past year was held on 19th January and Dr. C. D. Deshmukh, Chairman of the University Grants Commission, addressed the Convocation. On 23rd January a Special Convocation was held for conferring Honorary Degrees on eminent persons and

scholars of world-wide reputation. Dr. Sarvepalli Radhakrishnan, Vice-President of the Indian Union and Emeritus Professor of the University, addressed the Special Convocation.

The main function of the Celebrations, the Inauguration Ceremony, was held on 20th January. Dr. Rajendra Prasad, President of the Indian Union, an alumnus of the University, who was also one of its eminent teachers, presided over the function. The celebrations formally closed on 24th January, the date on which one hundred years ago, the University of Calcutta came formally into existence on obtaining the seal of assent to the legislation by which it was created, from the then Governor-General of India, Earl of Canning, the first Chancellor of the University. On this day, the students of affiliated colleges under the University marched past the University Banner with a salutation, in batches of colleges to which they belonged. Srimati Padmaja Naidu, Governor of the State and Chancellor of the University, presided over this function.

This is briefly a general outline of the programme of the most outstanding events of the Centenary Celebrations.

Foundation of Centenary Building and Inauguration of University College of Medicine : 18th January

The Centenary Celebration was also the occasion for inaugurating the University College of Medicine and for laying the foundation of the Centenary Building. The Centenary Building which is to be a multi-storied one, is proposed to be erected to provide further accommodation which the University's rapid expansion since Independence so urgently needed. Dr. Bidhanchandra Roy, Chief Minister of the State, who has long been intimately associated with the University in various capacities and is one of its former Vice-Chancellors, laid the foundation stone of the new building on 18th January. Dr. Roy performed also the ceremony of inauguration of the University College of Medicine on the same day. The function was attended by the leading citizens of the city and members of the medical profession as well as by the members of the University and of its teaching departments in various branches of study. Dr. Subodh Mitra, the then Dean of the Faculty of Medicine, explained the necessity for instituting the college.

Centennial Convocation : 19th January

On 19th January, the Centennial Convocation of the University

was held for conferment of degrees and award of diplomas and prizes to successful graduates at the examinations in 1956. The number of these graduates was 8,822. The convocation was held in the compound of the University College of Science at 35 Ballygunge Circular Road, where most of the functions in connection with the Centenary Celebrations were organised. The number of graduates present at the convocation was approximately 6,000. Dr. C. D. Deshmukh, Chairman of the University Grants Commission, was the Guest of Honour to address the Convocation. Srimati Padmaja Naidu, Governor of the State of West Bengal, as Chancellor of the University, presided on the occasion. With Dr. C. D. Deshmukh and the Chancellor, headed by the Vice-Chancellor, a procession was formed by the members of the Senate and the Academic Council. The Registrar of the University led the procession to the dais, where the Guest of Honour, the Chancellor, the Vice-Chancellor and ex-Vice-Chancellors and members of the Senate and the Academic Council were seated. The Chancellor having declared the Convocation opened, the ceremony of conferring degrees and awarding of diplomas, prizes and medals, to the graduates was gone through. The Vice-Chancellor then addressed the convocation. At the conclusion of the Vice-Chancellor's address, the Chancellor called upon Dr. C. D. Deshmukh to deliver his address. At the conclusion of Dr. Deshmukh's address the Chancellor delivered her address. The convocation was then declared closed.

The Vice-Chancellor's address as also the address of Dr. C. D. Deshmukh are printed below:—

ADDRESS

By N. K. Sidhanta, *Vice-Chancellor*

Your Excellency, Mr. Deshmukh, Ladies and Gentlemen:

As it is only four months since we had our last Convocation there is not the same volume of material to report. We can now claim to be up to date with our convocations as we are distributing the degrees and diplomas awarded on the examinations of 1956. The examinations for the M.A. and M.Sc. degrees had, however, to be postponed on account of the unprecedented floods in the State and the successful students will have to wait another year for their formal Convocation. This Convocation is a special one as we are holding it in the midst of our Centenary Celebrations which should be an occasion for stock-taking and for assessment of our work during the first hundred years of existence. This we have attempted to do in a fairly bulky volume which will be available to the public tomorrow. Today we can indulge in some heart-searching as we are going over the happenings of a short period and think more of the future that lies ahead.

Condolence

As usual I begin with the losses suffered recently. Late Pannalal Bose, ex-Minister of Education, took up this responsible office after retirement from the Judicial Service and ably served the cause of education in the State for several years. Late Joygopal Banerjee, a profound scholar in English literature, held the chair of Professor of English of this University from 1927 to 1936. He died at the age of 84 full of years and honours. Late Suhaschandra Ray, Lecturer in the Department of English, was a teacher in this University for more than thirty years. Late Manindranath Bose, formerly Principal, R. G. Kar Medical College, served the University from 1929 till the coming of the new Act, as a member of the Senate, Syndicate, Dean of the Faculty of Medicine and on various other Committees. Late Jitendramohan Sen was a member of the Senate and different Faculties and Committees of the University from 1935 to 1955. He was the Head of the Department of Teaching in this University for about six years. He made over to this University his own ancestral home with the object of creating an endowment for higher studies in Edu-

cation in memory of his parents, Jnanendramohan Sen and Sarala Sen. In the death of Indubhushan Banerjee, formerly Asutosh Professor of History, the University has lost a well-known historian.

We deeply mourn the loss of these eminent persons and offer our condolence to the bereaved families.

Felicitations

We offer our felicitations to Sri Hemendraprasad Ghosh, on his attaining the mature age of eighty-one years. We are also glad to learn that Sri Amulyakumar Saha, Professor of Surgery, N. R. Sircar Medical College, has been elected Huntarian Professor of Surgery at the Royal College of Surgeons, England.

Activities Abroad

Prof. S. P. Chatterjee, University Professor of Geography, has been invited by the Moscow University to deliver a series of lectures at the Geographical Faculty of the University.

Special Lecturers Appointed

Dr. C. G. Pandit, M.B.B.S., Ph.D., D.P.H., D.T.M., F.N.I., Director, Indian Council of Medical Research, has been appointed Brahmachari Reader in Medicine for 1957.

Swami Tejasananda was appointed Sister Nivedita Lecturer for 1956 to deliver at least two lectures on the life and activities of Sister Nivedita.

Mr. A. A. A. Fyzee was appointed Sir Abdulla Suhrawardy Lecturer for 1956 to deliver a course of at least three lectures in Bengali, Urdu or English, on some aspect of Islamic Thought and Culture.

Sri Appadorai, Principal, International Institute of Studies, New Delhi, was appointed Taraprasad Khaitan Lecturer for 1956.

Dr. Subodhchandra Sengupta has been appointed Saratchandra Chatterjee Memorial Lecturer for 1956.

Sri Bimalchandra Sinha has been appointed Vidyasagar Lecturer for 1957.

Visitors and Extension Lecturers

We offered hospitality to the French Professor Jean Wahl and the Italian philosopher Prof. Franco Lombardi, who were visiting India under the sponsorship of the Indian Philosophical Congress.

Prof. C. D. Darlington, Head of the Department of Botany,

University of Oxford, has been invited to deliver lectures at the Botany Department of the University.

Important Changes in Statutes and Regulations

1. Statutes have been framed regarding the constitution of the Faculty of Journalism and are pending before the Chancellor for her assent.

2. A separate integrated course of Commerce, *viz.*, I.Com., B.Com. (Pass and Honours), and M.Com., has been adopted and is going to be introduced shortly.

3. The following new subjects, (*i*) Household Science, (*ii*) Household Art, (*iii*) Child Care and Training and (*iv*) Social Science, have been added to the subjects for the I.A., I.Sc., B.A. and B.Sc. Examinations for the benefit of women students.

4. A new diploma course in Dermatology has been instituted to enable the medical graduates to have training in Dermatology.

5. Biochemistry has been included in the list of subjects for the M.Sc. Examination.

6. A new diploma course in Museology has been introduced.

Museum methods were being taught in the Anthropology Department since 1936. Now a full diploma course has been introduced.

7. The Regulations for the M.B.B.S. Examinations have been revised.

Endowments and Gifts

An offer of Rs. 10,000 from Sm. Sucharu Devi, for making an endowment in order to commemorate her father, Brahmananda Keshabchandra Sen, was accepted with thanks. G. P. Notes of the face value of Rs. 5,000 were received from the General Secretary, Ramkrishna Mission, on behalf of the Nivedita School, for the creation of a lectureship in the University in memory of Sister Nivedita. A grant of Rs. 60,000 was sanctioned for 1956-57 by the Deputy Secretary, Government of West Bengal, Medical and Public Health Department, for adding to the corpus of the Bangabala Mookerjee Endowment Fund for higher training of nurses. An offer of Rs. 3,000 from Dr. Jadunath Sinha for an endowment for the award of a gold medal in commemoration of his deceased wife, Sunila Manjari Sinha, to the best female students, who pass the B.A. (Pass) Examination of the Calcutta University was accepted with thanks. An offer of 3% Conversion Loan of the face value of Rs. 1,000 from Sri Satischandra

Ghosh, for the creation of an endowment for the annual award of a silver medal to be called "W. C. Ghosh Medal" for the girl student, securing the highest number of marks in English Honours in the B.A. Examination, was accepted with thanks. A sum of Rs. 12,200 has been received from Mrs. A. Basu to found a scholarship in memory of her deceased husband Dr. Premsunder Basu. A sum of Rs. 5,000 in G. P. Notes and also a sum of Rs. 150 in cash for this year's award have been received from Sri Nareschandra Ghosh of Sadhana Ousadhalaya for the creation of an endowment entitled "Dr. Haren Mookerjee Memorial Debate".

Mrs. N. K. Ghosh presented a challenge shield worth Rs. 300 in memory of her father late Manmathanath Bose to be awarded to the winner of the Inter-Collegiate Midnapore-Bankura Zonal Football Final. A sum of Rs. 7,000 has been received from Howrah Motor Co., for instituting a scholarship of Rs. 15 per month for a year and a book prize to the best student in B.A. and B.Sc. Honours in Mathematics. An offer has been received from Prof. Nalinaksha Datta, Head of the Department of Pali, for donating Rs. 1,000 for the University Centenary Fund. He has also requested the University to deduct Rs. 800 every month from his salary from January to November, 1957, for the creation of a fund out of the accumulation of such deduction, in order to provide for a monthly stipend for a student taking up Pali in the Post-Graduate classes.

Donations from private sources amounting to about Rs. 1,80,000 have been received as Centenary contributions.

The total contributions from these sources do not come up to our expectations and we are hoping that other sources which have been approached will be coming forward with donations within the next few weeks.

In planning for the next decade or two we have to depend mainly on State help. The University Grants Commission has made a generous contribution of one crore on the occasion of the Centenary Celebrations and this will help us with our immediate building plans. The Government of West Bengal has made a special contribution of about 7½ lakhs which also will be extremely useful. We are grateful to the University Grants Commission and to the State Government for these contributions.

Viharilal College for Home and Social Science

It was decided by the Calcutta University in 1954 to expand and

develop the existing Viharilal Mitra Institute into a full-fledged degree college to be called the Viharilal College for Home and Social Science.

The college, as planned, would provide a 4-year degree course with special emphasis on Home and Social Science. The final, *i.e.*, the 5th year would be devoted to a Post-Graduate Teachers' Training Course leading to a Teachers' diploma in the subject.

The subjects that would be specially taught in this college are:—

1. Household Art with special reference to Art in everyday life and living, centered on home activities and relationship.
2. Child Care and Training including mental health of the child and Child Guidance.
3. Household Science with special emphasis on food and nutrition, relation of food to individual and family well-being, to national and social security.
4. Social Science including Social Service and Public Health and other allied subjects.

The construction work of the new college building is almost complete. The complete construction of the entire college building would cost a sum of Rs. 5,88,884. The Government of India has very kindly agreed to bear 66% of the total cost of the building construction, *i.e.*, a grant to the extent of Rs. 3,88,600 has been sanctioned for the purpose. Also we have approached the Government of India for sanctioning a recurring grant of Rs. 80,155 yearly for a period of five years. We have also approached the Government of West Bengal for according sanction to a non-recurring grant of Rs. 4,65,220 (Rs. 2,65,000 for equipment and Rs. 2,00,220 for meeting 34% cost of buildings).

The new Viharilal College will be opened on 22nd instant by Dr. J. C. Ghosh, Member, Planning Commission.

Collegiate Education

I think it necessary to dwell here on the state of collegiate education on the completion of a hundred years of the life of the University. The number of colleges affiliated to this University was 60 in 1947 after the partition of Bengal. Today the total number of colleges affiliated to this University is 124. Of these 105 are Arts and Science Colleges, 32 in Calcutta and 73 in the Mofussil. The remaining 19 are professional colleges of which 9 are institutions imparting teaching in Medicine, 4 are for the training of teachers,

2 are for Legal Studies, 1 for Engineering, 1 for Tanning, 1 for Agriculture and 1 exclusively for Commerce. The total number of students in the undergraduate classes of the professional and non-professional colleges of the University is 82,400. Of this number roughly 50% have taken up the study of humanities, about 37% read pure science and only 13% are students of professional courses. This comparative paucity in the number of students in the professional courses is not due to the absence of demand for such courses but is due to the limited facilities for taking up such courses. Professional colleges are not increasing in the same proportion as Arts and Science colleges and there is obviously a need for increase in their numbers. If we add to the number of undergraduate students, students in the Post-Graduate classes in Arts, Science, Technology and Law, we have a total of 87,532 students whom it is the responsibility of this University today to look after.

As the University is about to enter the second century of its life, it is faced with the task of introducing a complete change in the structure of collegiate education. I refer to the introduction of the Three-year Degree Course. The scheme has been adopted by the Academic Council and the matter is now pending before the Senate. Recently Statutes relating to the conditions to be fulfilled by colleges seeking recognition as Constituent Colleges have been drawn up and they have been passed by the Senate.

The problem of hostel accommodation for students remains as acute as before. For Post-Graduate students, we have two hostels under construction, one for boys on Hazra Road, south of the University Science College at Ballygunge, and another for girls in the Hastings House. The latter is nearing completion and should be ready for occupation by next July, while work on the former is being expedited.

For undergraduate students too,—especially for girls,—there is great need for new hostels. I elaborated the need at some length in my last report and I shall be content with just referring to it again.

Board of Health

Social Service Camps :

During the Puja Vacation the Board of Health organised four Social Service Camps. 350 students and teachers from different colleges participated. One of these, a camp at Dhamua (24-Parganas), about 22 miles from Calcutta, was exclusively meant for women

students. Sri Tarakchandra Das, a University teacher of the Anthropology Department, was in charge. He was assisted by some lady teachers from our colleges.

The students established contact with the village women-folk and taught them the broad principles of first-aid, home-nursing, and care of the sick, child care, principles of health and hygiene, sewing, etc.

An illustrated brochure, *The Role of University Students in Village Development Work,* describing the work done by the students during the years 1955 and 1956, was published and distributed to persons interested in rural reconstruction work. The brochure contains a survey of the socio-economic condition of some villages in West Bengal not covered by the Community Development and National Extension Service programmes.

The Inter-University Youth Festival:

The Calcutta University Contingent has been taking part creditably in the Inter-University Youth Festival organised by the Union Ministry of Education. Like other Youth Welfare activities, participation in the Festival was arranged under the supervision of the Board of Health. In 1956 the Calcutta University Contingent was formed on the basis of an Inter-College Youth Festival held in Calcutta. About 400 students from 25 colleges participated. The contingent to the Delhi Festival was composed of 45 students and 5 teachers. The contingent participated in nearly all the items of the Festival at Delhi with satisfactory results, winning awards in the largest number of items amidst a very keen competition among 31 Universities. The Calcutta University Contingent won awards in the following items: painting, handicrafts, instrumental music (men), instrumental music (women), group singing, drama and radio play.

The Asutosh Museum

In the months under review the Asutosh Museum of Indian Art of the Calcutta University carried on extensive explorations in different parts of Bengal which resulted in the discovery of rare objects of art and antiquity throwing new light on the yet unknown history of Bengal. In this brief period four new ancient sites were discovered in Bengal, at Bahiri in Midnapore District, Atghara in 24-Parganas and Deriyapur-Boro Balarampur and Deulia in Burdwan District.

The antiquities from Bahiri suggest that the site conceals ruins of Kushan and Pala periods, while the numismatic and terracotta finds from Atghara and Deriyapur-Boro Balarampur show that the places had habitations more than two thousand years ago. Atghara, near Baruipur on the Calcutta-Diamond Harbour Railway line, lies only a dozen miles away from Ballygunge, and thereby it is the nearest archaeological site to Calcutta. Both Bahiri and Atghara have been explored by Sri Pareschandra Dasgupta, Assistant Curator. The three silver-punch-marked coins which have been discovered at Deriyapur-Boro Balarampur represent the early coinage of India, which circulated more than two thousand years ago. Several stone sculptures discovered at Deulia are fine examples of the late Gupta and early Pala periods. Numerous early terracottas and coins and other objects have also been collected from the ancient sites of Chandraketugarh and Harinarayanpur in 24-Parganas, and Tamluk (ancient Tamralipta) in Midnapore District. Among these, special mention may be made of two terracotta seals, one with Kushān Brāhmi and another with letters supposedly in Graeco-Roman character from Chandraketugarh, and a small gold coin from Tamluk with foreign devices and style.

Important objects of art and antiquity have also been collected from outside Bengal. Among these, special mention may be made of a stone Vishnu from Divakarpur in Jaunpur District, U.P., belonging to *c.* 11th century A.D., and many objects comprising of rare manuscripts, painted *patas,* figures, etc. from Orissa. A large number of Orissan examples of art and antiquity were collected by Sri Devaprasad Ghosh, Curator of the Asutosh Museum, during his recent explorations in that State.

Some remarkable gifts have been received by the Museum. The presentation of a set of rare books on art and archaeology to the Museum Seminar by Dr. Bratindrakumar Sengupta on the occasion of the Centenary Celebrations deserves special mention.

Mr. N. H. Austen of New York presented a sum of 100 dollars to the Museum to enrich the Folk Art Collections.

Advisory Bureau and Appointment Board

The services of the Students' Advisory Bureau are being widely used by students and others. During the last three months 96 applications were received for study and training overseas. These include

one for Post-Graduate course in Business Administration in the U.S.A. and another for Social Science course in Germany. Three students were accepted by the Dundee Technical College for the course in Jute Technology and one for a special course in Community Development at the Institute of Education, London.

The Appointments Board recommended 110 candidates to 25 organisations for various posts including those for executives, engineers and chemists.

University Library

The problem of accommodation which has become a very distressing one with the library and has been proving a handicap to smooth and efficient running and supervision of the library for a long time, may now be expected to be solved, as it has been ultimately decided to erect a multi-storied building on the site of the present Senate House to accommodate the University Library along with certain other departments of the University.

Extra almirahs have, in the meantime, been set up along the walls of the main Reading Hall and the Stack Room to hold part of the overflowing book stock of the Library.

Gifts of books have been received from several sources including a large number of books belonging to the late Chancellor Dr. H. C. Mookerjee.

Colleges of Arts and Commerce

There is a great rush now for admission into the University Colleges of Arts, Science and Commerce. As many as 2,410 students have been admitted into the Colleges of Arts and Commerce and quite a large number of applicants for admission have been disappointed. The great problem that faces the Post-Graduate Department today is that of accommodation. Increase in the number of admissions has been held up mainly on account of shortage of accommodation and, in some subjects, of non-availability of staff of the requisite calibre. The financial obstacles are always present but we shall try to overcome that as best as we can. Evening classes have been started for the College of Commerce, yet a large number of students are refused admission every year.

As regards the Language Department there have been persistent enquiries as to the opening of other modern European and Asian Language classes, besides the languages now being taught. It is high

time for us to have a full-fledged Institute of Modern Languages—Asiatic and European.

Sports Board

The University Sports Board has been very active under its energetic Chairman Sri N. K. Ghosh. Our Football team has won the coveted Asutosh Memorial Challenge Shield, having been the winners of the Inter-Varsity Football Tournament, 1956. The Calcutta University Tent on the Maidan is going to be furnished with necessary sanitary arrangements at a cost of Rs. 5,000 during the current financial year. As part of the Centenary Celebrations of the Calcutta University the XVth Inter-Varsity Athletic Championship was successfully held at the Eden Gardens in the first week of January. Twenty-three Universities of India and Ceylon with 397 athletes participated. This I consider to be a record for an Inter-Varsity Athletic Meet. An elaborate programme of Centenary Sports was also drawn up in which the past and present students as also teachers were associated. Rangoon, Lucknow and Jadavpur Universities also came to participate in Inter-Varsity Rowing.

University Press

The following publications have been placed in the market after the last Convocation held on 1st September, 1956:

1. Pali Literature and Language (2nd edition) of Wilhelm Geiger, authorised English Translation by Dr. Buttokristo Ghosh.
2. Bangala Sahityer Katha (5th edition) by Dr. Sukumar Sen.
3. Progressive German Reader for Arts and Science students, by Dr. Haragopal Biswas.

Centenary

Our Centenary Celebrations are on one hand an occasion of thanksgiving for all that we have received during the last 100 years, for whatever little we have been able to contribute to our community and to the country. At the same time it is an occasion for looking forward to the future in order to achieve the goal which all Universities must have before them. This goal is to be reached through the cherishing of ideals that are universal, ideals that have inspired humanity through the ages. The University and its products have played their part in the struggle for freedom and in the regeneration of the country in the past. Now under more favourable conditions

it has to attempt to consolidate the fruits of struggle and ensure the freedom of the human spirit, freedom from want, from fear, from hatred, from exploitation, from greed, from ignorance and from bondage to gross matter. With the enthusiasm generated by our celebrations in our teachers, administrators and students we hope that it will be possible for us to achieve the great task that lies before us.

ADDRESS

By Sri C. D. Deshmukh

Chancellor, Vice-Chancellor, Ladies and Gentlemen:

The Calcutta University has done me a great honour by inviting me to address the Convocation, which is being held on the eve of its Centenary Celebrations, and which I deem it, therefore, a real privilege to be called upon to address. I do not say this in any formal sense but out of a consciousness of the special significance of the occasion.

This solemn ceremony of the Centenary Convocation serves to remind us of the noble tradition of the Calcutta University, which has done pioneering work in awakening the complacent spirit of the East to the technological advances of the West. The tireless efforts of Raja Rammohan Roy and Iswarchandra Vidyasagar were directed to a reorientation of our ancient civilization in the light of modern advances in human knowledge. Asutosh Mookerjee, who was an embodiment of self-respect and self-confidence, carried on a relentless struggle for protecting the academic freedom of the University from the interference of an alien Government, and his successors have carried on the work of the University in increasingly constricted and difficult circumstances. Among the teachers and *alumni* one comes across the names of Bankimchandra Chatterjee and Surendranath Banerjee, of Swami Vivekananda, Pandit Malaviya and Deshbandhu Chittaranjan Das, of Tej Bahadur Sapru, Sir Abdur Rahim and Dr. Rashbehary Ghose, of Jagadischandra Bose and Acharyya Prafullachandra Ray, of Syamaprasad Mookerjee and Dr. Meghnad Saha and last but not least of Netaji Subhaschandra Bose. These are names such as should make any successor to the tradition of this University proud of his heritage. When in my mind I run over the

illustrious names of persons who have been ushered through the Convocations of the University and who are enhancing its prestige today, I remind myself that our revered Rashtrapati, Dr. Rajendra Prasad, who is inaugurating the celebrations to-morrow is himself among these distinguished individuals. And then, among those associated with the University as teachers at one time or another are world famous figures such as Dr. S. Radhakrishnan, Sriyuts Jadunath Sarkar, C. V. Raman and S. N. Bose.

My sense of privilege is weighed down by an awareness of heavy responsibility. Until lately I have had no special concern with the academic world, although I have been generally interested in, and sympathetic to, institutions of higher learning. While I have tried to be a good student of every subject that I have been called upon to learn, I can lay no claim to scholarship, or profound learning. Moreover, addressing convocations is an art which I have not cultivated. Nevertheless, as an erstwhile administrator and politician, I may perhaps be able to make a few useful observations, and in any case there is another capacity in which I am expected to say something to a gathering of University students, teachers and administrators. That capacity is the Chairmanship of the University Grants Commission. Since the main function of that body is to promote and co-ordinate University education and to determine and maintain standards of teaching, examination and research in Universities, my words are likely to be interpreted as representative views, indicating the mind of the Commission. I should, therefore, make it clear that the views that I shall be voicing would be my personal views, although I hope that they would be such as would, at least in a general way, be acceptable to the Commission.

It has not been possible for me to ponder much the philosophy of convocation addresses or to conduct research into the ground covered by generations of past convocation addresses, although I confess I have often wanted to do so. I expect to find that they generally draw attention to matters of topical interest concerning Universities and illuminate many a moral maxims for the citizens of the morrow. Over the vista of years the topics of interest will vary, even as the idea or purpose itself of various Universities as contemporaneously understood, in the light of the cultural, social, economic and political background, whether in this country or elsewhere. My understanding of what the content of my address should be will be found influenced by these thoughts and at the back of

my mind will be an awareness of the special significance that most people will be disposed to attach to my observations because of the official position I hold.

In making my observations, I shall remind myself that the Vice-Chancellor of the Calcutta University was one of the Members of that very distinguished body, the University Education Commission, which presented the monumental report on higher learning in India in 1949, that in his capacity as Member of the Union Public Service Commission, he has had very special opportunities of adjudging the attainments and standards of the young men passing out from Universities and higher professional or technological institutions, and that finally he has been and continues to be a Member of the University Grants Commission. I shall recall that his predecessor, an eminent scientist and educationist, is now Member of the Planning Commission and in special charge of the subject of Education. I need not go further back into the history of the long line of administrators who have been responsible for the affairs of the University, and may safely conclude that if many improvements have yet to be made in the affairs of the University, and much reform has to be carried out, the reasons cannot be lack of realization or guidance in regard to the desiderata, but difficulties, the removal of which does not lie within the power of any single academic authority or, within the short term, indeed, of any authority in India.

The celebration of a Centenary is an appropriate occasion in human affairs for both heart-felt felicitation and earnest retrospect. But the legitimate feeling of satisfaction that a century of existence is behind one should be tempered, in the case of Universities, by the reflection that even by modern standards a University which is a hundred years old is a relatively young University. Then again, India had seats of learning even more ancient than the modern type of Universities. Sufficient is known about these without its being necessary for me to enter into details. I need only point out that all the ancient Indian institutions were residential in character, which made possible the closest communion between the teacher and the taught. Also, apparently, the education was free, thanks to the patronage of princes and bountiful endowments. The scholars, who were admitted after rigorous oral tests, were even provided with free board and lodging. Lastly, as a matter of topical interest I should mention that the Nalanda University (6th Century B.C. to the 13th Century A.D.) at the height of its glory had a thousand teachers and

ten thousand students, a teacher-students ratio of 1 to 10 against 1 to 35 and upwards at present in the colleges in Calcutta city.

It is against this background that one should reflect on the significance of the centenary of a University in India. Our modern Universities are not heirs to an ancient heritage, but were innovations introduced by the British in an age when the organisation of all types of indigenous system of education, including higher education, had been dislocated owing to unsettled political conditions. The precursors of our modern Universities were the Sanskrit colleges and the Madrasahs founded towards the end of the 18th century for the avowed purpose of encouraging the study of oriental languages, literature and laws, but in reality for training legal assistants to English judges. Many colleges and Mahavidyalayas preceded the Universities as seats of higher education of the Western type in the first half of the 19th century, to be followed a little later by a few professional institutions like the Medical College, Calcutta, and the Bombay Engineering School.

The history of how the first University in India came to be established would be found in the literature on the subject, especially, Chapter I of the report of the University Education Commission. The Commission refers to the famous Despatch of Sir Charles Wood, to the Court of Directors of 1854, which has been described as the Magna Charta of English Education in India. The aim of education was enunciated as the diffusion of the Arts, Science, Philosophy and Literature of Europe. The study of Indian languages was to be encouraged and the English language was to be taught wherever there was a demand for it, both being regarded as the media for the diffusion of the European knowledge. Universities were to be established to encourage a regular and liberal course of education by conferring academic degrees as evidence of attainment in the different branches of Arts and Science. The syllabuses were, it may be noticed, to exclude all subjects connected with religious beliefs. A spirit of honourable rivalry was to be promoted among different such institutions and the division of University degrees and distinctions into different branches was intended to direct the efforts of the highly educated men to the studies which were necessary to success in the various active professions of life.

The Bill to establish a University of Calcutta received the assent of the Governor-General on the 24th January, 1857. Universities were also established at Bombay and Madras immediately afterwards.

While the Governors of their provinces were the Chancellors of the latter Universities, the Governor-General himself was for many long years the Chancellor of the Calcutta University. Significantly enough, the first Indian Governor-General, Sri C. Rajagopalachari became the first Indian Chancellor of the Calcutta University.

The jurisdiction of the Calcutta University was not originally circumscribed by provincial limits. Colleges from Bihar, Orissa, Assam, U.P., C.P., Burma and Ceylon were also affiliated to the University. The gradual establishment of new Universities restricted its sphere of work, but has not retarded the growth in the number of its students. The progressively complete conversion of the University from an examining to a teaching University, so far as Post-Graduate instruction is concerned, was largely due to the vision and drive of Asutosh Mookerjee.

The inexorable pressure of numbers has resulted in Indian Universities losing ground in respect of basic equipment in the broadest sense of the term (*viz.*, quality and number of teachers, accommodation, especially laboratory-space, apparatus, libraries, hostels, etc.) and therefore, in the standards attained. There was a time when within their circumscribed limits of responsibility, the old Universities of India produced *alumni* of as high a standard as anywhere else in the world. Competent critics spoke well of the standard of examination and of the quality of the degree conferred. Writing in 1891, E. W. Thomas, in the Review of the History and Prospects of British Education in India said about them: 'On the whole they (*i.e.*, the degrees) denote much the same standard of attainment as do those conferred by the University of London.' The increase in numbers has probably affected standards adversely even in wealthier countries. The 'Universities Quarterly' of the United Kingdom has stated editorially that although opinions among University people are varied, the majority hold that the best students are as good as ever and the worse no worse than before, but the average quality is lower on account of a greater increase in the lower ranges. A similar, but probably more emphatic judgment will undoubtedly be valid in respect of the standards of present-day Indian Universities. In the ultimate analysis the main reasons will be found to be three, *viz.*, insufficient expenditure on University Education ; the confusion prevailing in regard to the medium of instruction ; and undue emphasis on the system of year-end examinations.

This is not an appropriate occasion for me to expatiate on any

of these matters, although I cannot refrain from drawing attention once again to the utter inadequacy of the funds devoted by the country to the improvement and development of higher education, as compared with other countries. Whereas in the United Kingdom and the U.S.A., the annual average expenditure per student undergoing higher education is the equivalent of Rs. 5,000, in India it is below Rs. 500. Out of our national income here in India we are probably devoting to higher education a percentage which is one quater of what it is in U.K. Grave as they are, these disparities will be seen to be much more serious when it is realized that our wastage by failures in examinations is about 5 times that, say, in U.K. Lastly, whereas in U.K., the increase in the number educated is matched by proportionate increase in grants, with us the increase in grants is disproportionately small, with the result that there is progressive deterioration in all directions.

From the point of view of students within the jurisdiction of the Calcutta University, the picture is more dismal still. It is not perhaps generally realized that today this University has to look after the higher education of nearly 90,000 students, a number which exceeds the total number of students in all the seven British Universities. One city college has over 13,000 students and five others have an average of 6,000. The colleges of Howrah across the river provide for another 18,000, making a total of nearly 60,000 for what may be called the metropolitan area of Bengal.

The number of students who have received their degrees, diplomas and certificates today is 8,822, about most of whom will be leaving the University to face the citizen's life and its problems. To those who will prosecute their studies further I need say very little. I congratulate them on their good fortune and can assure them that much is being done out of the funds at the disposal of the University Grants Commission to improve the apparatus of post-graduate education. I doubt if lack of employment or a suitable vocation will be a serious problem for them when they finish their chosen courses. They will probably find that their emoluments or earnings will be, at least for a long time to come, disappointingly or distressingly low; but that state of affairs is only a reflection of the still backward state of economy of the country.

Those who have received professional or post-graduate degrees or diplomas will, also, I expect, fare reasonably well. But for the bulk of the graduates, especially in this part of the country, I fear

employment opportunities will be poor and uninspiring. I have spoken elsewhere about the Second Five Year Plan and the proposals it contains in regard to improvement of employment opportunities for the educated, and I do not intend to traverse the same ground again. I should, however, like to take this opportunity of supplementing what I said recently with special reference to conditions in Bengal, which are somewhat special.

In Bengal the middle classes have always been a more important component of the community than elsewhere, the reasons being largely, but not entirely, historical. Although its metropolis and its environs hum with commercial and industrial activity, the country-side has no other town important in the modern sense. The result is that prospects of gainful employment draw young men to Calcutta, young men often desirous of bettering their prospects by acquiring higher academic qualifications while earning some sort of a livelihood. In a milieu of large-scale industry and commerce, small-scale industry and self-employment has till lately been neglected, and there is excessive reliance on the part of those undergoing higher education on professional careers or clerical and administrative avocations. The dead-end character of secondary education, only now sought to be remedied by proliferation and extension, as recommended by the Secondary Education Commission, has left hardly any choice to the young person of sixteen who has passed the school leaving examination other than proceeding to seek admission to an institution of higher education for a better chance in life, especially as for many categories of jobs the minimum educational qualification prescribed is Intermediate pass or a degree. Since many a college in the country-side lacks the full complement of facilities, especially for honours or in science, young persons gravitate inevitably to Calcutta.

This mass migration in the past was encouraged, by the educational authorities, in spite of strained resources, under a public pressure difficult to resist and often out of a genuine conviction that it was a public duty to accommodate young people seeking the blessings of higher education, so important to an economically hard-pressed community. To this already difficult complex of academic circumstance, have been added the trials and tribulations of the events that resulted in the partition of India, events which have affected Bengal more adversely than any other State in India. While its area and resources have contracted, the burdens on it have

increased on the contrary owing to the influx of waves of displaced persons from Eastern Pakistan, a movement which has not ceased to this day and of which no one can foresee the end with any degree of confidence. The phenomenal strengths of colleges in Calcutta and Howrah to which I referred a short while ago are the end results of these diverse influences.

The Government of Bengal, the University authorities and college managements are well seized of the problem, and with a concerted effort, guided and assisted by the University Grants Commission, it should be possible to do something progressively effective to relieve the congestion in Calcutta colleges.

I refer to these matters, not evidently relevant in the context of a Convocation Address, firstly, because I want the fresh graduates before me to know that when I address a few words of advice to them I do so with some awareness of the unsatisfactory nature of the arrangements society has made for imparting higher education to them ; secondly, because I feel that society, that is the State, owes a special measure of guidance and assistance to the educated youth of Bengal, on the lines indicated by the Planning Commission with reference to the problem of educated unemployed in paragraphs 22 to 29 of Chapter V of their Report on the Second Five Year Plan. Bengal will have to have a considerable portion of the pilot schemes which they have recommended and for which they have promised large provisions should the response be adequate.

There is another aspect of employment which should bring some comfort to those seeking it. Experience has shown in regard to developing economies that estimates of educated manpower are apt to prove to be under-estimates in the gross and in detail. This should be particularly true of India, where there were no estimates worth speaking about in regard to the First Plan and where for the Second they have been at best sectional, especially confined to the professional or technological fields. Even in those fields, it is now conceded, there will be shortages. But in other technical fields, *e.g.*, sociological or statistical, as for instance, for community development and national extension work, there exist pronounced shortages of the right type of educated people. The country-side's needs will soon be clamant and the conditions of work there are steadily improving. What is needed, therefore, is a readjustment of attitudes on the part of the city educated youth, as well as a source of reorientation for them by prospective employers. On the part of the Univer-

sities also, a continuous adjustment of educational sights is called for so that the current needs of the nation are adequately met. In the nature of things, Universities, even where they are slightly ahead of society at large in discerning the ever-moving social purpose of education, are nearly always behind the urgency of actual requirements. It is for Planning authorities or implementing agencies of the Plan to alert them betimes. At the instance of the Community Development Ministry I have, on behalf of the University Grants Commission, already drawn the attention of the Inter-University Board to the very large requirements of educated personnel of this important executive agency of the State operating in the country-side.

Even where for the moment, prospects of employment are dim or uninspiring, the great evil to be on guard against is frustration. Employment opportunities reveal themselves to the sanguine and not to the faint-hearted. Frustration is like that bogey of the Himalayan climber, lassitude at the high altitudes, a desire for peace and rest, to give up the struggle, a surrender to which means sure annihilation.

I do not believe that the young persons of today in India needs much exhortation about the dignity of labour. Moreover, dignity attaches not to labour so much as to a realization that no one is entitled to ask another to undergo manual or physical labour for him which, in certain circumstances, he would not be prepared, if able, to undergo for himself. When a politician friend of Abraham Lincoln, astonished at finding him polishing his own shoes in his country-house gasped: "Why! Mr. President, you are cleaning your own shoes!" Lincoln coolly countered: "Yes, whose shoes do you clean?"

I would now turn to matters of fundamental and permanent import, *viz.*, the duties and responsibilities of the educated, the due discharge of which is all the more necessary in a country where employment opportunities for the highly educated are not satisfactory and where improvement in economic and social conditions hangs in the final analysis on the more privileged members of the community, such as the educated, giving of their very best. To put it briefly, the more depressing the environment the greater is the need of specially hard effort on the part of everyone, particularly the instructed. In such a situation the short-comings of the instructions received should, instead of discouraging, act as a spur to further efforts, if the vicious circle of poor resources, imperfect instruction

and continued poverty of resources is to be broken. It should be remembered that University education is only a preparation for enlightened citizenship and that such a citizenship is a life-long business and challenge.

The new graduate will be entering on his career in a dynamic society, which no doubt needs competent scientists and technologists and professional men of all sorts, but needs still more basically persons of judgment, sincerity, integrity and diligence who can play their part well in a modern democracy.

As I understand it the functions of parliamentary democracy such as is practised in this country and elsewhere are two: firstly, what might be called floating sense of right and wrong in the community by which at intervals the verdict of society is brought to bear conclusively and definitively on the actions of those who are entrusted with responsibility for the governance of the country; and secondly, that this verdict is made up of the personal judgments of all the adult individuals who make up the community. If this is correct the importance of individual freedom of opinion, which is sought to be safeguarded by our Constitution, at once becomes evident. It should, therefore, be the particular concern of the younger generation to ensure that their intellectual independence is fully maintained and developed and is not permitted to succumb to any form, open or disguised, of authoritarianism or dictatorship.

I have already referred to the dynamism of the society into which the new graduate will be moving. This is all the more noticeable in a country like ours which has achieved independence after centuries of subjugation to alien authority and influences. Whatever the fortunes of life may bring to the individual, there is no doubt whatsoever that generations which have the privilege of living in and working for the India of today are among the most fortunates. There is undoubtedly a sense of satisfaction in achievements in a country already in the vanguard of progress. There is also an exhilarating feeling of manhood in waging a war against alien rule, but this cannot compare with excitement and fascination of helping to build up the economy of a backward country which has only lately achieved its independence and which is straining every nerve and sinew to make up for lost time and opportunities in work of reconstruction and development, a process which in a thickly populated country like ours means so much in terms of advancement of human welfare and maintenance of peace in this world.

In a recent thought-provoking article on the paradox of progress Aldous Huxely has put forward certain important propositions. These are: (1) individual life is not necessarily progressive; (2) human beings have an amazing capacity for taking things for granted; (3) the progress which can be observed takes place in what may be called the public domain, but for all children and adolescents and for the vast majority of adults it is private life alone that has value or indeed any real existence; (4) that men and women responsible for progress have always been a minority; (5) that while public life is perpetually changing private life remains enduringly the same; and (6) that although progress can take place all the time it is never completely gratuitous and has always to be paid for. In developing these ideas he writes: "If private life is not too brutally interfered with and if the bad environment is sanctioned by customs, justified by religion and rationalised in terms of the prevailing philosophy, men will tolerate the untolerable and will go on tolerating it for years, even for generations and centuries." It is this apathy, this pathetic contentment, which it should be the duty of the new generation to be aware of and to make strenuous and continuous efforts to shake off.

In looking around the new world of active citizenship into which the fresh graduates will have entered, the first shock that they will probably receive is in finding that in the university of life what is preached is not always practised. I have great sympathy for the University graduate who after an indifferent course of instruction through his most impressionable age steps into world of a citizen's life, lagging far behind life in other countries in minimum comforts and adequate opportunities; a world where in addition to lack of the apparatus of material well-being, and in part because of it, he is likely to encounter undesirable pressures on moral values. Concretely, the young graduate faced with lack of gainful occupation may also encounter in addition a low code of ethics encouraged by the scramble for advantage. Unless he is exceptionally lucky he may meet unedifying spectacles of greed for pelf or power, hypocrisy and double-dealing and disregard of the rule of the law. Whatever innate foundation of goodness there may be in him and whatever the extent to which it has been fostered in the case of higher education (unfortunately that extent is not likely to be great on account of modern instruction being entirely void of any element of religious or moral teaching), all that will stand in imminent danger of being

eroded by a tainted environment unless he is especially on his guard. He may be driven by penury to a despondent laxness in the discharge of duty. He may be encouraged by the enveloping atmosphere of business or politics or profession or administration to deviate from the high and narrow path of rectitude ; tempted by bad example to deal unfairly or inconsiderately with others even less fortunate than he is, in other words to exploit ; persuaded by subtle influences to regard right means as unimportant in securing desired ends. It is in such circumstances that the educated youth of the country must by his internal individual sense of discipline, reinforce whatever disciplines he may have undergone in the course of his higher education and make a stand for the preservation of the sense of right and wrong. Apart from this sense being the foundation of democratic society, it is the natural heritage of the young and it should have been developed, be it ever so little, by his University education.

It is for the new generation particularly to resist the sway of bad environment to discharge their moral obligations as the elite of the community, which in a sense they are. It is not given to everyone to rise to high positions or to sway the course of events, but it is possible for everyone to safeguard his moral values if only he means to do so, in spite of every handicap and disadvantage in material sense. Indeed, it is often found that the less advantaged a person is the more acute is his sense of right and wrong. Conscience is a flame which often burns brightest in the hearts of the poor.

Apart from moral values, young men at the commencement of their careers in life should endeavour desperately to retain or cultivate certain qualities. Of these I place intellectual curiosity at a very high level. Indeed, since that is the outstanding characteristic of a student, the ideal would be to remain a student all one's life. It is then only that the full flavour of life can be savoured, no matter what the surrounding material circumstances may be.

Another quality to be cherished and fostered is aesthetic sensibility. I have always lamented the almost universal sway that slovenliness and lack of all sense of order seem to have established over the modern Indian scene. Whatever the cause may be, no effort should be spared to combat this trend ; and the best instrument for the purpose is a carefully cultivated and jealously guarded aesthetic sensibility.

The educated youth of today may lack the opportunities for

fruitful use of knowledge and even skill acquired at the University. But no wisdom that he may have garnered need ever go waste. In the ultimate analysis, wisdom stems from the conscience and we have the authority of many great men for believing that conscience may be the voice of God.

MAHATMA GANDHI said:

> "You have to believe no one but yourselves. You must try to listen to the inner voice, but if you won't have the expression 'inner voice' you may use the expression 'dictates of reason', which you should obey, and if you will not parade God, I have no doubt you will parade something else which in the end will prove to be God, for, fortunately, there is no one and nothing else but God in this universe."

Inauguration Ceremony : 20th January

The Inauguration Ceremony of the celebrations was held on 20th January 1957. The University Centenary Celebrations had already created immense enthusiasm among the alumni of the University past and present, as also among the general public throughout the State of West Bengal and outside. The number of delegates and representatives and visitors attending the ceremony was very large. The congregation at the ceremony was expected to be too big to be accommodated in the space available to the University within its own premises. It was ultimately decided, therefore, to hold the ceremony in the open air at the Brigade Parade Ground in the Maidan. The rostrum erected there was beautifully decorated to suit the occasion, with the University Banner hung up over it.

Members of the University Bodies, Principals of Colleges under the University, College and University teachers, members of the Diplomatic Corps in Calcutta, officials of the local and central and other Governments in Calcutta, members of the State Legislative Assembly and the Legislative Council, members of the Corporation of Calcutta, Judges of the High Court of Judicature at Calcutta and other courts, and representatives of the business organisations in Calcutta, and leading citizens of the city, were present. The attendance of delegates and representatives from foreign universities and other academic and learned bodies and from universities in India, who were invited on the occasion, was also very large. The institutions and universities which proposed to send representatives at the ceremony are named below:

American Council on Education ; American Council of Learned Societies ; Association of Universities of the British Commonwealth ; Indian Science Congress Association ; Government of India—Ministry of Education ; Ministry of Health ; Ministry of Agriculture ; National Institute of Sciences of India ; Planning Commission, India ; University Grants Commission, India ; Vangiya Siksha Parishat ; University of Khartoum ; Makerere College, Kampala ; University of Gold Coast, Ghana ; University of Adelaide, Australia ; University of Western Ontario, Canada ; University of Ceylon ; Universities of the Peoples' Republic of China ; University of Bordeaux, France ; University of Hong Kong ; University of Budapest, Hungary ; University of Annamalai ; Hindu University of Banaras ; University of Bihar ; University of Bombay ; University of Delhi ; Guzrat University ; University of Jammu and Kashmir ; Karnatak University ; University of Lucknow ; University of Madras ; Maharaja Sayajirao University, Baroda ; Muslim University, Aligarh ; University of Patna ; University of Poona ; Rajputana University, Jaypur ; Sri Venkateswara University ; Utkal University, Cuttack ; Viswa-Bharati, Santiniketan ; Hebrew University of Jerusalem ; University of Malta ; University of Malaya, Singapore ; University of New Zealand ; University of Rangoon ; University of Birmingham, U.K. ; University of Cambridge, U.K. ; University of Exeter, U.K. ; University of London, U.K. ; University of Oxford, U.K. ; University of Buffalo, New York ; University of California ; Catholic University of America, Washington ; Columbia University, New York ; University of Chicago ; University of Indiana ; University of Laval ; University of Maryland ; Michigan State University ; Pennsylvania State University ; University of Princeton ; University of Rochester ; University of Stanford ; Moscow Lomonosov State University, Moscow.

The Inauguration Ceremony commenced at 3 P.M. with the recitation of Vedic Hymns. Nirmalkumar Sidhanta, Vice-Chancellor, then read out his address of welcome. The Chancellor of the University, Srimati Padmaja Naidu, then offered her greetings to the guests in an eloquent address. K. G. Saiyidain, Educational Adviser to the Government of India, Ministry of Education, then read out the message of goodwill from the Union Minister for Education, Maulana Abul Kalam Azad. The Vice-Chancellor then read the message of goodwill from the British Academy, on behalf of Dr. Sarvepalli Radhakrishnan, Vice-President of the Indian Union, who was requested to read the message at the function, but was

unable to attend owing to unavoidable reasons. Messages from the following Universities and Academic Bodies were then read out by their distinguished representatives, by whose presence the Centenary Celebrations were particularly honoured:—

Mr. Claude E. Puffer (Buffalo University)
Mr. Wang Ya-Nan (Universities of the Peoples' Republic of China)
Mr. R. S. Attkin (Birmingham University)
Prof. F. Piêchand (Bordeaux University)
Sir Harold Spencer Jones (Cambridge University)
Dr. Marion A. Wenger (California University)
Rev. R. W. Twinem (Catholic University of America)
Mr. N. Attygala (Ceylon University)
Dr. J. W. Cook (Exeter University)
Rev. J. C. de-Graft Johnson (Gold Coast University)
Mr. L. T. Ride (Hong Kong University)
Prof. Lex Meyer (Hebrew University)
Prof. W. N. C. Laves (Indiana University)
Prof. Mokki Shebeika (Khartoum University)
Mgr. A. M. Parent (Laval University)
Dr. D. W. Logan (London University)
Mr. Bernard de Bunsere (Makerere College)
Mr. N. C. Wright (Oxford University)
Dr. J. F. Foster (New Zealand University)
Dr. W. Norman Brown (Pennsylvania University)
Mr. A. F. Buddington (Princeton University)
Dr. Ralph G. Victor (Rochester University)
Prof. Po Tha (Rangoon University)
Dr. G. E. Hall (Western Ontario University)
Dr. J. A. Manchi (Malta University)
Prof. Lengyel (Budapest University)
Dr. Dato Haji Mohammad (Malay University)
Mr. Francis J. Brown (American Council of Education)

Greetings and messages of goodwill received from other universities and learned institutions who could not send their representatives at the celebration, were too numerous to be read out at the function. These were printed and circulated among those who were present on the occasion.

Dr. Rajendra Prasad, President of the Indian Union, who, as already stated, presided over the Inauguration Ceremony then

delivered his address. At the conclusion of his address, the ceremony closed with the singing of the National Anthem, all present standing.

Greetings and messages of goodwill received on the occasion of the Centenary Celebrations, the Vice-Chancellor's address of welcome at the inauguration ceremony and the President's address are printed below:—

GREETINGS AND MESSAGES

AFRICA

UNIVERSITY OF GOLD COAST, GHANA

Principalis Senatusque Collegh Academici Aureae Orae Universitatis Calcuttensis Cancellario doctoribus magistris salutem.

Quandoquidem centesimo iam anno, viri doctissimi, illa studia, quae liberalia solent nuncupari cum fide ac diligentia exercetis, nos acceptis litteris vestris gratulationes et laudes nostras libenter vobis referimus illudque in votis habemus ut cum magna frequentia doctorum hominum ex multarum gentium academiis congressorum diem festum sitis celebraturi.

Nam nos quoque positi "sub curru nimium propinqui solis", ut ait poeta, Musas colimus, nec tamen idcirco flaccescete studia sentimus aut ingenia hebetari. Ergo confidimus Universitatem vestram, tot annorum institutis et artibus informatam, humanitatis integritatis industriae exempla a maioribus accepta, ab huiusce aetatis scholasticis illustrata, in postera saecula fideliter esse traditurum.

KHARTOUM UNIVERSITY, KHARTOUM

Congratulations and best wishes from Khartoum University on this historic event.

MAKERERE COLLEGE, KAMPALA

Makerere College, the University College of East Africa, sends its respectful congratulations to the University of Calcutta on the completion of its first hundred years of service to the world of learning and the people of India, together with its best wishes for many more centuries of no less successful endeavour.

UNIVERSITY COLLEGE, IBADAN, NIGERIA

Allow me to express my most heartfelt congratulations on behalf of this University College and wish your University equal success and distinction in the centuries to come. [*from Principal's letter.*]

UNIVERSITY OF SAINT ANDREW

Most Cordial Greetings

We have heard to our great delight that, on the occasion of your first Centenary, you are busy preparing happy celebrations in order

to acquaint the world with your remarkable achievements in educating the young men and women of India. On this occasion you will put on record the great contribution made by the sons of India and our own countrymen, to the progress of Science and Art. You will realise then also that a mighty task is still awaiting you. Perhaps in this also our countrymen might be of help, even now, united as we are now, no longer by the will of a foreign power, but by the ties of common pursuits and friendly co-operation, both of which we ought to cherish and preserve.

Never was there a more favourable opportunity for imparting the knowledge of Science and Art to the citizens of mighty Nations, for this will help to make up to some extent for social inequalities, it will satisfy the craving for higher education and culture, as has been done in many cities of the East, in the most ancient as well as in the newest, and your place in the East, as well as your influence, are both far-reaching in every way. May all be well with you.

NORTH AFRICAN MUSALMAN STUDENTS' ASSOCIATION

The North African Musalman Students' Association begs (to) Convey (good) wishes (for) success (of the) University Centenary.

ARGENTINE

UNIVERSITY OF BUENOS AIRES, BUENOS AIRES

Tengo el agrado de dirigirme a usted para comunicarle que, en marzo próximo pasado, la Intervención en esta Universidad ha creado el Departamento de Pedagogia Universitaria, actualmente a mi cargo.

Entre los objectivos primordiales del mismo, están los de estudiar y mantener al dia la estructura pedagógica de esta Universidad, proveer la información adecuade para que sus distintas dependencias puedan clevar a cabo dicho estudio, celebrar Jornadas y Congresos Pedagógicos, y realizar encuestas sobre diversos temas relacionados con la vida universitaria.

Esteprograma habrá de realizarse en esta Universidad por primera vez, de modo que, para blevarlo a cabo, es indispensable la más amplia colaboración de las restantes Universidades y Centros de Altos Estudios. En tal sentido, le estaré sumamente reconocido si me envia todos los datos referentes a la estructura pedagógica de esa Casa de Estudios ; Reglamentos, Estatutos, carreras que se siguen en la misma,

con sus correspondientes planes de estudio, asi como todo otro material de información y bibliográfico relativo a aquella estructura.

Sin otro particular, y agradeciendo desde ya su gentil colaboracion, me reitero de usted S. S. S.

AUSTRALIA

UNIVERSITY OF ADELAIDE, ADELAIDE, SOUTH AUSTRALIA

Upon this auspicious occasion in the history of your University and of higher education in India we send our heartfelt congratulations, confident that the civilised and scholarly traditions that you have established in the past Hundred Years will guide you surely into the future.

We remember that you were the first University to be established in India, after the famous report of Sir Charles Wood to the Court of Directors of the East India Company. But it is not only to the past that we look. In a divided world it is our conviction that India's scholars, like her statesmen, will continue to explore and to exemplify the ways to peace and understanding, so that the community of scholarship which knows no national boundaries may set examples for the less happy world of politics.

We are most proud that Indian graduates have studied at our University. Their bearing and their scholarship have spread the fame of Indian Universities throughout our country, and it is our earnest hope that such bonds as already connect our Universities may be yet further strengthened.

To you, the senior University of India, we offer our sincere good wishes. [*from Vice-Chancellor's letter.*]

UNIVERSITY OF MELBOURNE, MELBOURNE

On the occasion of your Centenary Celebrations, the University of Melbourne sends its congratulations and cordial good wishes. In your first century of life, you have grown from an examining body to a full-fledged and distinguished University whose faculties cover the main fields of learning and whose Institutes of Nuclear Physics and of Social Welfare and Business Management serve the whole of India. We hope that you will have before you many more centuries of growth and of fruitful work. In that work we would gladly stand beside you, believing as we do that in the increase of understanding

lies the hope of mankind, and that wisdom will be justified of her children.

UNIVERSITY OF QUEENSLAND, BRISBANE

I trust that the Celebrations will be entirely successful; they will mark the conclusion of one hundred years of higher educational work; that work in turn has contributed vastly to the uplifting of your people and the preparation for nationhood; may the next hundred years be years of progress and happiness and may your country be an influence of goodwill amongst the nations. [*from Vice-Chancellor's letter.*]

UNIVERSITY OF WESTERN AUSTRALIA, NEDLANDS, W. AUSTRALIA

There is no fellowship wider than that of learning, no bond firmer than the common love of truth, no higher service to God and Man than to labour together in the pursuit of wisdom. At all times we are one with you in that bond of fellowship and service.

However, we nonetheless learn with particular interest and pleasure of your intention to celebrate the Centenary of your University and send you our good wishes and warmest congratulations on this historic occasion and withal our sincere hopes that you will find inspiration in the future from the fine achievements of the past and that success and fame will attend your search for wisdom through the pursuit of all noble forms of knowledge. [*from Vice-Chancellor's letter*]

AUSTRIA

KARL-FRAZENS UNIVERSITY, GRAZ

We are in receipt of your kind invitation to take part in the Centenary Celebrations of your University.

We regret that it is not possible for us to send a representative but we offer our heartiest good wishes on the occasion of the centenary celebrations of your famous University and we express our sympathy and co-operation with your strivings.

At a time when the very existence of mankind is heavily threatened the Universities must remain true to their principles and go on discharging their sacred duty of imparting true education of the people.

In the name of the Senate of our University we wish you in a special degree a harmonious and splendid course of your celebrations.

UNIVERSITY OF VIENNA, VIENNA

On the occasion of the Hundredth Anniversary of the University of Calcutta, I, as the present Rector of the University of Vienna, offer you the best wishes for a glorious future of your institution. May the Centenary Celebrations planned in January, 1957, be an impressive and beautiful one. I rejoice myself on this occasion to emphasize the feelings of academic kinship which embraces the science of all cultured nations and countries. [*from Rector's letter*]

CANADA

UNIVERSITY OF ALBERTA, ALBERTA

Please accept, however, my best wishes and those of the governing bodies and of the academic staff of the University of Alberta for your future prosperity and growth in strength and in the capacity to serve the highest interests of your country. [*from President's letter*]

BISHOP'S UNIVERSITY, QUEBEC

I should be obliged if you would convey to the Vice-Chancellor and to the Senate of your University the congratulations and good wishes of Bishop's. [*from Vice-Chancellor's letter*]

CARLETON COLLEGE, ONTARIO

Will you please accept from this, the youngest of Canadian Universities, our warmest greetings and congratulations on this historic occasion. I am sure that in the years that lie ahead, Calcutta University will be, as it has been in the past, a site of light and learning. [*from Presidents' letter*]

DALHOUSIE UNIVERSITY, HALIFAX, NOVA SCOTIA

Dalhousie University offers cordial felicitations on the completion of a century of service, with all good wishes for continued growth and extended influence.

UNIVERSITY OF KING'S COLLEGE, HALIFAX, NOVA SCOTIA

I take this opportunity of extending my own personal congratulations, and the official congratulations of this University, to you and your University on the completion of the first hundred years of your existence. I naturally know the fame of your University well from my own days in India, and I rejoice with you at the passing of this significant milestone. As this University is the oldest in the overseas Commonwealth, we have a great appreciation of age and tradition, and I have no doubt that your University will rise to even greater heights during the second century of its existence than it has already achieved in its first. [*from Presidents' letter.*]

UNIVERSITY OF LAVAL, QUEBEC

We have received the letter, signed by you, by which you have acquainted us, in most kind and gracious terms, of the solemn commemoration, to be held on the 19th of January and the next five days, in the year MCMLVII, being the first Centenary of the foundation of the University of Calcutta.

We congratulate you with keenest joy and tender our best wishes to you, most worthy men, and with you we thank the Divine Providence which, during the course of this century, has deigned to promote through this remarkable centre of learning, the progress of Science, Literature and Art.

We shall be delighted to send you a delegate who, on our behalf, will congratulate you on the growth of your Faculties and attend your festivities. Meantime, by this letter we pray that your University may go on reaping an abundant harvest through your learned Faculties and that it may ever enjoy the blessings of prosperity and success.

UNIVERSITY OF MONTREAL, MONTREAL

In this Centenary year of the foundation of the University of Calcutta, the University of Montreal offers to her illustrious sister her felicitations and homage.

She further begs her to graciously accept her wishes of prosperity and everlastingness.

May God protect her.

MOUNT ALLISON UNIVERSITY, SACKVILLE, NEW BRUNSWICK

The President of the University, the Chairman of the Board, the Faculties, Regents, and Students of Mount Allison University desire

to felicitate the University of Calcutta upon the completion of one hundred years of splendid leadership.

We greatly regret that it is impossible for the University to have a representative present on this outstanding occasion but we extend to you our cordial greetings and the lively hope that the University of Calcutta may long continue to flourish.

UNIVERSITY OF OTTAWA

University of Ottawa feels highly honored in having been invited to participate in the anniversary celebration of the University of Calcutta and welcomes this opportunity to join with many others in offering its sincere felicitations upon the completion by you of One Hundred Years of distinguished service in the causes of education.

ST. FRANCIS XAVIER UNIVERSITY, ANTIGONISH, NOVA SCOTIA

The Chancellor and Board of Governors, the President and Faculty of Saint Francis Xavier University have the honour of paying their sincere respects and extending their congratulations to the University of Calcutta on the celebration of the Centenary of its founding.

In presenting their good wishes they recognize the many achievements of academic, scientific and social significance for which the University of Calcutta has been known during its century of service.

Saint Francis Xavier University trusts that in the years to come even greater accomplishments will crown the dedicated and self-sacrificing work of the Administration and Faculty of the University of Calcutta, and enable the University to contribute in ever increasing measure to the economic and cultural development of the great Republic of India.

UNIVERSITY OF WESTERN ONTARIO, ONTARIO

The President, Governors, Senate and Faculty of the University of Western Ontario send congratulations and all good wishes to the University of Calcutta on the occasion of the celebration of its Centenary in 1957.

One of the three universities established in 1857—an event which marked the beginning of modern higher education in India—Calcutta has nobly maintained its high role as a leader among its nation's universities.

The University of Western Ontario is happy through its President and Vice-Chancellor to join the host of friends from Canada and the

Commonwealth, who will celebrate the achievements of a great sister university in the first one hundred years of its history. It wishes Calcutta University continued progress in its second century and every joy in its service to the youth of India.

CEYLON

UNIVERSITY OF CEYLON, COLOMBO

We, the Chancellor, the Pro-Chancellor, the Vice-Chancellor, the Court, the Council and the Senate of the University of Ceylon have great pleasure in congratulating the University of Calcutta on the attainment of its centenary.

We are aware of the high esteem in which the University of Calcutta is held all over the civilised world. It is, we believe, a unique record that two members of this great University have won the coveted Nobel Prize. The great statesmen and scholars produced by the University of Calcutta bear ample testimony to the contribution it has made to culture and learning.

By its achievements the University of Calcutta has so won the admiration of its countrymen that it has received most magnificent endowments which have enabled it to become a great seat of learning.

From time immemorial there have been cultural and social ties between India and Ceylon and the University of Calcutta has contributed in no small measure to the strengthening of those ties. On our own staff we have several of its alumni.

We rejoice that the University of Calcutta has successfully completed one hundred years of valuable work and we wish it further success and prosperity.

CHINA

On this important occasion of Centenary Celebrations of the founding of Calcutta University, we in the name of all the teachers and students of the fourteen invited universities of the Chinese People's Republic (namely, Peking, Tsing-hua, The Chinese People's, The Peking Agricultural, the Peking Pedagogical, Sun Yat-sen, Yunnan, Amoy, Nankai, Wuhan, Nanking, Futan, Lanchow and Szechuan Universities), have the pleasure to extend our warmest and

fraternal greetings to you, H.E. Chancellor, and to our dear brothers —the teachers and students of Calcutta University. We also wish to express our heartfelt gratitude to be honoured with your invitation to attend the celebrations of your University, which are of historical significance.

Your University has, in the past century, made enormous contribution to the work of education and science, thus gaining celebrated renown in the world. Since the people of India won great victories in their struggle against colonialism and established the Republic of India, your University has striven, with profound patriotism and making remarkable achievements, to train builders for the economic and cultural construction of your motherland, and develop her culture and science. We should like to express our deep respect to you, and wish your University more and more brilliant successes in its future work. For us, your rich experience, your outstanding culture and science are all worthy of our earnest studies.

Let us work with joint efforts for the fraternal friendship between the peoples of our two great countries, China and India, for the cultural intercourse between China and India which is of tremendous significance, and for the promotion of closer contacts and co-operation between the universities of China and India. [*Delegation of the Universities of the People's Republic of China*].

SHAN-TUNG UNIVERSITY

We want to tender our hearty and cordial congratulations to all the teachers and students of your University.

Having had a hundred years' history the Calcutta University should be very proud of its invaluable experience in teaching, its success in science, and also its important position in arts, which not only keep up the standard of the civilization of India but also give light to Asia and the whole world. We sincerely wish you every success and that you will impart more help to the people.

Lastly allow us to offer you our hearty congratulations once again and the hope that you will work harder for the civilization of India and China.

N. E. ENGINEERING COLLEGE MUKDEN, MANCHURIA

I heard the glad news that you will be celebrating the Centenary of your University on the 14th January, 1957.

On the eve of your celebrations, please accept the hearty

congratulations of myself and all the staff and students of my college to your University and yourself.

I am very grateful to you for your kind invitation to join your celebrations and your preparations for our entertainment.

But I regret to say that due to a pre-arranged programme during this period, I shall not be able to attend.

Please accept from us a silk Banner as a souvenir of our good wishes for your Centenary. [*from Principal's letter*].

DENMARK

UNIVERSITY OF COPENHAGEN

The University of Copenhagen sends to the University of Calcutta cordial greetings and felicitations on the occasion of its centenary.

The University of Copenhagen desires at the same time to express its admiration for the work carried out by the University of Calcutta in the service of knowledge and human welfare, and to express the hope that it will continue to flourish, for the benefit of the country and the people to which it belongs.

FRANCE

UNIVERSITY OF BORDEAUX

I bring to you greetings on behalf of the University of France, and in particular, that of the University of Bordeaux, which has sent me as a delegate to your Centenary.

In India—as likewise in France, we accord primary importance to the needs of the mind over the problems of a material life. For her, as well as for us civilisation has no meaning unless all its aspects are based upon a high spiritual ideal which sees to the good of humanity.

Inspired by your magnificent past, of which you may be justifiably proud, you are now looking towards the future. You are developing your industries, spreading your arts, enlarging your commerce, extending your influence on to the world outside ; we, across the seas, appreciate your undertakings.

France has a very special regard for you. Now, when we have come to India, accomplishing the voyage of our dreams—we see the

immense efforts that have been made in this country in the regions of Science and Culture. We understand all the great interest they represent. From year to year, you will make continued progress, thanks to your thinkers and scientists; thanks to the great leaders who are at the helm of the affairs of your country. India will change her face—whilst remaining her own self—the India of so many centuries! We are confident that your ideals of liberty and justice will add to the benefit of mankind.

The University of Calcutta—today a hundred years old, rich in her thousands of students, is sister to universities the world over, universities which are all represented here to-day. I request her to keep a special place in her heart for the University of France—which through my mouth, sends her wishes of Strength, Knowledge and Prosperity. [*from Delegate Representative*].

UNIVERSITY OF CEAN, CEAN

Convey to the Vice-Chancellor, the Deans of Faculties, the Professors and the Students of the University of Calcutta their hearty felicitations and expression of gratitude for the mark of respect which has just been shown to them.

They are happy to offer to the University of Calcutta their fraternal wishes of prosperity and glory in the service of culture and science.

UNIVERSITY OF CLERMENT-FERRAND

On my behalf of the University of Clerment, I beg to tender you hereby my most cordial thanks.

I deeply regret my being unable to attend the memorial celebrations which I sincerely hope will be a great success. [*from Rector's letter*].

UNIVERSITY OF PARIS

The University of Paris is happy to be associated with the tributes which will not fail to flow from all quarters of the world towards the University of Calcutta, which is celebrating the centenary anniversary of its foundation.

The province of Bengal had known centres of superior teaching and high culture which can be traced as far back as the middle age. The constitutional act of 1857 which raised a group of colleges to the

rank of University, did, on the whole, only codify a state of things which possessed vigour long since. Has not Calcutta always been, does it not still remain, despite administrative retouchings, the veritable intellectual metropolis of India? At all events, no other University in that great country could show a larger number of teachers and students, a scholarly life which was more enlivened and more fertile. The activity of Calcutta in this domain has long exceeded the limits of Bengal; its affiliated colleges had swarmed even in Central India. Today when the foundation of new establishments has, so to say, geographically narrowed the jurisdiction of each academy, Calcutta does no less maintain over them a sort of moral preponderance, which is not inscribed in texts, but which is clear itself, for example, from the simple reading of an impressive almanac enumerating learned Foundations, Institutes and Faculties. There is hardly a branch of studies, whether in the humanities or in the sciences and technology, where this institution may not have left its enduring mark. Its publications, so numerous, are known and appreciated in the learned world. Nowhere in India traditional values, the product of an immemorial culture, are better harmonised with the needs of modern technique.

GERMANY

CHRISTIAN-ALBRACHTS UNIVERSITY, KIEL

Rector and Senate of the Christian Albrachts University, Kiel, send you their heartiest congratulations on the occasion of the Centenary Celebrations of the University of Calcutta.

May the new century in which your University steps in prove blissful, may she in peace and freedom of her academic work, dedicate herself to the well-being of your country and the free world as a whole.

With the expression of our high regards.

FRIEDRICH-SCHILLER UNIVERSITY, JENA

On the hundredth anniversary of the foundation day of the University of Calcutta I offer hearty congratulation to you in the name of the Friedrich-Schiller University of Jena and on my own behalf. [*from Rector's letter*].

UNIVERSITY OF HEIDELBERG, HEIDELBERG

The Rector and the Senate of the University of Heidelberg have the honour to send their most cordial congratulations to the University of Calcutta on the occasion of its centenary in January, 1957.

HAMBURG UNIVERSITY

I am sorry to let you know that the pressure of work of our Rector does not allow him to take part in the Centenary Celebration of the University of Calcutta. The University of Hamburg wishes every success of the Celebrations. [*from the letter of Councillor of the State*].

HUMBOLDT UNIVERSITY, BERLIN

Rector and Senate of the Humboldt University of Berlin offer to the University of Calcutta on its Centenary Celebration heartiest congratulations.

The celebration of the University of Calcutta falls at a time just a decade after India's getting free from the colonial subjugation and when she is striving to impart right kind of education to the gifted members of her very old nation.

The Humboldt University of Berlin welcomes the striving after freedom, after the fostering of the Indian culture and furtherance of science and technology. Today it is possible for the University of Calcutta to overcome the earlier narrow objectives of co-operating with a foreign colonial power in the matter of education. The University of Calcutta has incorporated in the worldwide co-operation of scientific institution which forms the requisite condition for the further advancement of modern science.

The Humboldt University of Berlin is convinced that India and her University of Calcutta will play a prominent role of an ideal pattern to the development of science for the good and prosperity of the whole of human race.

WOLFGANG GOETHE UNIVERSITY, FRANKFURT-ON-MAIN

Rector and Senate of the Johann Wolfgang Goethe University of Frankfurt-on-Main extend their heartiest congratulations to the Centenary Celebration of the Calcutta University for centuries to come.

UNIVERSITY OF KOELN, KOELN

The Rector and Senate of the University of Koeln wish the highly reputed University of Calcutta on this great day a career of fruitful creation in Research and Learning, fruitful for their country and for mankind.

RHEINISCHE FRIEDRICH WILHELMS UNIVERSITY, BONN

With thanks for the invitation, the Rheinische Friedrich Wilhelms University offers the heartiest congratulations on the glorious and meritorious history of the University of Calcutta and wishes for the further blessed prosperity towards the advancement of science and well-being of mankind.

HAWAII

THE UNIVERSITY OF HAWAII, HONOLULU

The University of Hawaii takes pleasure in sending to Calcutta University congratulations and best wishes on the occasion of the observance of the Centennial of the University.

HOLLAND

UNIVERSITY OF AMSTERDAM

The Senate of the University of Amsterdam presents to you its sincere congratulations on the occasion of the Centenary of your University and expresses the wish that in the future your University will continue to contribute to the progress of science.

UNIVERSITY OF LEIDEN

Rector et Senatus Universitatis Lugduno-Batavae Universitati Calcuttensi Salutem.

Aequum et iustum est omnes qui bonas artes et litteras colant studiorum vinculis inter se teneri, quo melius officiis et muneribus sibi impositis perfungentes dignitatem cum Scientiarum et Doctrinarum tum ipsius generis humani tueri possint. Qua de causa Rector et Senatus Universitatis Lugduno-Batavae magno gaudio affecti sunt quod commilitones Calcuttenses haec Vincula, qua sunt humanitate, irrupta servare cupientes unum ex ipsorum numero feriis suis cele-

brandis interesse voluerunt. Universitati Calcuttensi viginti lustra feliciter peracta gratulantes ex animi sententia pro perpetua eius salute vota suscipiunt publica. Vivat, crescat, floreat et, quod per centum annos fecit, facem scientiarum artiumsque liberalium prae se ferre pergat.

UNIVERSITY OF GRÖNINGEN, GRÖNINGEN

On behalf of the Senate of the State University of Groningen we have much pleasure in offering you and your University our congratulations on the occasion of its first centenary.

We assure you that our best wishes accompany you on your further way to ever greater academic distinction.

HONG KONG

HONG KONG UNIVERSITY, HONG KONG

From your younger cousin at this very edge of the Asian continent, Greetings: We rejoice with you in the dignity that now comes upon you and your two illustrious sisters; the knowledge that for a century you have cherished and fostered the learning of diverse civilizations and continents, taking from each what is most apt to the life of your nation. Here also, in our small island, with our fiftieth year only now at hand, we are nourished from the granaries of two great cultures and feel pride and strength in either, bearing us forward towards the honours you have now attained.

Accept, then, these tributes in our two tongues, adding them to the countless greetings in all languages which doubtless are showering upon you and your sisters from all parts of the world, on this most happy occasion.

HUNGARY

BUDAPEST UNIVERSITY, BUDAPEST

Recor et Senatus Universitatis Budapestiensis de Lorando Eötvös nominatae Cancellario et Senatui Universitatis Calcuttensis centesimum diem natalem celebrantis S.P.D.

Neminem nostrum praeterire debet, quantum ad conciliandas nationes nationibus communis litterarum ac scientiarum amor con-

ferre possit. Nam doctorum virorum animos scientiam ita devincere oportet, ut nulla eos locorum longinquitas seiungere possit, sed iis omnibus fere una patria esse videatur. Itaque Vos, terris longe remotis ortos, stirpe et lingua differentes indole et studiis nobis coniunctos esse sentimus, libentissimeque pia vota nuncupamus, ut novum saeculum Universitatis Vestrae faustis omnibus auspicietur, et eodem quo antea fervore etiam in posterum apud Vos colantur doctrina atque humanitas.

INDIA

AGRA UNIVERSITY, AGRA

I wish the University a career of further high achievements and renewed glory. [*from Vice-Chancellor's letter*].

UNIVERSITY OF ALLAHABAD, ALLAHABAD

I deem it a great privilege to offer on behalf of the University of Allahabad, its felicitations to its honoured parent, the University of Calcutta, on the auspicious occasion of its first centenary. Founded after five or six decades of uncertainty and debate in the year when our national humiliation had reached its lowest depths, the University of Calcutta was the first institution which took upon itself the long and arduous task of preparing the children of the Motherland in the new disciplines of Western science, law and art. During the five score years that have elapsed, the University has had many vicissitudes, it has passed through many moments of difficulty, of doubt, even of despair. But it has also been privileged to record a series of triumphs within this comparatively short time of which any centre of learning might be proud. For, during these years, Indian science, which was in its inceptional stage, has grown to its present stature, so that today, Indian scientists are recognised in all quarters of the globe. Not one but many schools of literature have grown up under its loving and tender care, since the day when the great Bankim Chandra Chatterji, its first graduate, went out of its portals a hundred years ago. The services rendered by Calcutta's sons to the fields of law, medicne, engineering, social studies and education have been too numerous to be recounted. In all fields of human activity and intellectual advancement her sons have been in the forefront of India's workers. We salute in Calcutta and her University and in the memory of her many noble sons, the spirit of sacrifice

and the love of service of man, which have made India immortal. May the Calcutta University continue to grow in strength and usefulness! [*from Vice-Chancellor's letter*]

ANNAMALAI UNIVERSITY, ANNAMALAINAGAR

The University of Calcutta deserves to be congratulated on the completion of a hundred years of very useful service in the advancement of higher learning and research and dissemination of knowledge. It has been peculiarly fortunate in its Chancellors and Vice-Chancellors of eminence, who have carefully guided its destinies and developed its activities along varied lines. Names of Vice-Chancellors like Sir Asutosh Mookerjee and those of Dr. Sir S. Radhakrishnan, Dr. Jagadischandra Bose, Dr. Sir C. V. Raman and such others who have occupied the Professorial Chairs of the University will ever be remembered for having struck new lines of development of the various branches of learning in the University. The whole of India is grateful for the lead which Sir Asutosh Mookerjee gave in regard to University education. He is the 'Great Architect' of the Calcutta University.

On this happy occasion of the Centenary of your great University the Annamalai University sends its hearty greetings and sincere good wishes to you. May the University of Calcutta flourish and grow from strength to strength as a great centre of learning and research in the years to come!

ASIATIC SOCIETY OF BOMBAY

Kindly accept the heartiest congratulations of the Asiatic Society of Bombay on the completion of a century of your University's solid and substantial contribution to scholarship and learning in general. We wish the University a still more glorious future in the cause of the New India that is being born.

BENARES HINDU UNIVERSITY

काचन मरालवाहा वीणातन्त्रीतरङ्गितै रागैः।
उद्बोधनं नवीनं किमपि दिशन्ती समस्तु वो भूत्यै ॥१॥

विख्यातो वरवैभवैः समुदितः प्रज्ञाप्रदीपोत्करै-
र्भव्यो भाग्यभरैः शुभैः प्रमुदितः कीर्त्या स्फुरन्त्याभितः।
नव्यो नित्यनवैर्गुणैः सुरभितः कर्मद्रुमैः पुष्पितैः
कालीघट्टपुरीं (कलिकाता) श्रितो विजयते श्रीविश्वविद्यालयः ॥२॥

वङ्गानुन्नमयन् गुणान् प्रगुणितान् कुर्व्वन्नुदात्तोत्तमान्
निद्रामीलितलोचनान् निजजनानुत्साहयन् सर्वतः।
स्वातन्त्र्योज्ज्वलमञ्जुलां बलवतीं संभावनां भावयन्
जागर्यां जनयन् समभ्युदयते श्रीविश्वविद्यालयः ॥३॥

वृद्धत्वे शतवत्सरोऽपि कलयँस्तारुण्यमत्यद्भुतं
सिक्तोऽप्यध्धितरङ्गविन्दुनिवहैः प्रज्ञापिपासाकुलः।
दुर्धर्षो दधदाशुतोषविभुतः संभूतिमत्युज्ज्वलां
संकल्पैः फलितैरलं विकसति श्रीविश्वविद्यालयः ॥४॥

उन्मौलिः सुचिराय दीप्तिविसरैः श्यामाप्रसादाश्रितै-
राधाकृष्णमहोदयैरपि लसत्प्रज्ञासमज्ञाञ्चितः
श्रीराजेन्द्रप्रसादराष्ट्रपतिना सच्छात्रताकीर्त्तितो
भूयाद् भारतभूतये भृशमयं श्रीविश्वविद्यालयः ॥५॥

ज्येष्ठः श्रेष्ठगुणैः पुरातनतमश्रीरेशियाभूतले
क्षान्त्या जृम्भितया विजित्वररुचिस्तद्वङ्गभङ्गेद्धया।
वाञ्छीं चित्तचकोरकर्षणरुचं चाव्वीं जयन्तीं श्रितो
भूयः साध्वभिनन्द्यतेऽत्रभवकाञ् श्रीविश्वविद्यालयः ॥६॥

ज्यायांसं वयसा गुणैश्च निखिलैः प्राच्यैः प्रतीच्यैः शुभैश्-
छात्रैः संवलितं समुन्नतलसच्चारित्र्यविद्योज्ज्वलैः।
विद्वद्भिः समलंकृतं सुविदितैर्विद्याबिभाभास्वरै-
र्वाङ्माल्यैरभिभूषयेन्न सुमनाः को विश्वविद्यालयम् ॥७॥

स्वातन्त्र्यार्चां समीचीं विदधदभिनवैर्दिव्यसूत्रप्रदीपैः
शिक्षां कल्याणदक्षां विसृमरमहिमां भावयन् भावभाव्यम्।
विश्वेशानुग्रहेणाभ्युदयतु सततं विश्वविद्यालयोऽसा-
वाशास्ते हार्दहृद्यं स्मरहरनगरीविश्वविद्यालयोऽयम् ॥८॥

BANGIYA SAHITYA PARISHAD, CALCUTTA

বঙ্গীয় সাহিত্য পরিষৎ, কলিকাতা

বঙ্গীয় সাহিত্য পরিষৎ শতবার্ষিক জয়ন্তী উপলক্ষে কলিকাতা বিশ্ববিদ্যালয়কে অভিনন্দিত করিতেছেন। ৬৪ বৎসর পূর্বে জন্মাবধি সাহিত্য পরিষৎ যে বাংলাভাষা, সাহিত্য ও সংস্কৃতির সংরক্ষণে ও প্রসারে আত্মনিয়োগ করিয়াছেন, কলিকাতা বিশ্ববিদ্যালয় সেই বাংলাভাষা ও সাহিত্যের উচ্চতম শিক্ষার ব্যবস্থা করিয়া পরিষদের সহযোগিতা করিতেছেন, এইজন্যেও পরিষৎ কৃতজ্ঞ। এই দুই সহোদর প্রতিষ্ঠান দীর্ঘস্থায়ী হইয়া পরস্পরের পরিপূরক হিসাবে বঙ্গভাষা, বঙ্গসাহিত্য ও বঙ্গীয় সংস্কৃতির উত্তরোত্তর উন্নতি বিধান করুন, কলিকাতা বিশ্ববিদ্যালয়ের এই জয়ন্তী উৎসবে বঙ্গীয় সাহিত্য পরিষদের ইহাই আন্তরিক বাসনা ও প্রার্থনা।

কলিকাতা বিশ্ববিদ্যালয় জয়যুক্ত হউক।

UNIVERSITY OF BIHAR, PATNA

On the happy occasion of the celebration of the Centenary of the Calcutta University, the Bihar University feels legitimate pride in sending its message of goodwill to the University to which may be ascribed the position of being almost the grandmother of many Universities like ours. For a period of sixty years since its foundation the Calcutta University continued to be the *alma mater* of many enlightened people of Bihar. Almost all the leaders of modern Bihar including the first President of the Sovereign Democratic Republic of the Indian Union were trained and inspired by the succession of great teachers of the Calcutta University.

The University of Calcutta has been fortunate in having eminent Vice-Chancellors like Gurudas Banerjee, Ashutosh Mukherjee, Shyama Prasad Mukherjee, who with their prophetic vision set up a model of organisation in the University of Calcutta which was followed by other Universities. Very few Universities can claim to have more brilliant galaxy of scholars who adorned the professorial chairs of the Calcutta University. Eminent philosophers like Dr. Brajendra Nath Seal and Dr. Radhakrishnan, great scientists like Dr. C. V. Raman and Dr. Meghnad Saha and brilliant jurists like Satis Chandra Bagchi and Dr. Radha Binode Pal ushered in an era of fruitful research in their respective domains of study not only in Bengal but also over the whole of India. Amongst the founders of the colleges in Calcutta University we find hallowed personalities like Pandit Ishwar Chandra Vidyasagar and Surendra Nath Banerjee, whose high character and lofty ideals left an indelible impression on the mind of young India.

The social and cultural history of Northern India during the last hundred years has been shaped and moulded largely by the University of Calcutta. The *Vande Mataram* song which inspired thousands of patriots to dedicate their life to the cause of national independence was written by the first graduate of the Calcutta University.

The students and teachers of the Calcutta University in the 19th century heralded the age of liberalism, nationalism and revolutionary reconstruction of the socio-political fabric of India. Their successors in the first half of the twentieth century were pioneers in the fight for freedom of this country. It would be no exaggeration to state that the renaissance brought about by the advancement of learning in humanities, natural sciences and social sciences by the Calcutta

University was responsible in a large measure in engendering the spirit of patriotism and self-sacrifice which triumphed in the establishment of our national Independence.

May the University continue to diffuse light and learning for centuries and millennia.

UNIVERSITY OF BOMBAY, BOMBAY

The University of Bombay sends her warm greetings and sincere good wishes to you on the auspicious occasion of the celebration of your centenary which happily coincides with her own and marks the completion of a hundred years of modern university education in our country.

At one time, your territorial jurisdiction extended over almost the whole of north India. Your constitution provided the model for those of your two slightly younger sister Universities of Bombay and Madras. Under the able and wise guidance of the late Sir Asutosh Mukherjee and the inspiration of his dynamic personality, you gave an unerring lead to the other Indian universities by embarking upon an extensive and well co-ordinated programme of post-graduate teaching and research, and today you can pride yourself on having established as many as 32 departments of post-graduate study, covering the humanities, the physical and biological sciences and social studies. That you have always shown your keenness to keep abreast of the times, and particularly of modern developments in science, is evidenced by the Institutes of Nuclear Physics and Radio-Physics in Calcutta which you have recently established.

The contributions to learning and scholarship that have been made from time to time by your distinguished alumni have greatly enhanced your prestige and enabled you to attain a high rank among the universities of the world. Outstanding as have been the achievements of your teachers and alumni in the past hundred years, the vista of a future with potentialities no less great lies before you in the years that will follow the centenary.

The University of Bombay shares your joy in the festivities which mark the completion of the first century of your career and welcomes this unique occasion to wish you success and prosperity in the discharge of the great responsibilities that you, along with the other universities of our country, are called upon to shoulder in training the intellects and character of future generations in India.

UNIVERSITY OF DELHI, DELHI

On this day of jubilation when the centenary celebrations of the Calcutta University are being held, I offer it on behalf of the University of Delhi our cordial greetings and sincere felicitations.

The foundations of University education in its modern sense were laid in India with the establishment in 1857 of the three Universities at Calcutta, Bombay and Madras, the necessary legislation incorporating them having been passed respectively on 24th January, 18th July and 5th September of that year. We recall today with grateful remembrance that when on December 27, 1885 seventy-two good men and true, the foremost among Indian intellectuals, met in Bombay to plan the future of their country, they included good number from among the first graduates of these Universities. It is also significant to note that during eventful hundred years, their alumni have diffused, by the simple pressure of their existence and outlook, a sense of civilized values in all fields—academic, economic, social and political.

It will be our earnest hope and constant prayer that the Calcutta University will continue to do its splendid work as effectively in the future as in the past. [*from Vice-Chancellor's letter*]

GUJRAT UNIVERSITY, AHMEDABAD

On this occasion of the Centenary Celebrations of your University, one of the three oldest in the country, I have the honour to pay hearty tributes to the pioneering work and a century of useful services your great University has done. While extending fraternal greetings on behalf of the Gujrat University, we wish all glory and prosperity to your University and pray that it may continue to serve our country in the fields of education and research with ever-increasing vigour and zeal. [*from Registrar's letter*]

INDIAN SCIENCE CONGRESS ASSOCIATION, CALCUTTA

As the premier University in India the work done by it during the last one hundred years for the promotion of education is not only outstanding in the country but also has received high recognition all the world over. Standing as it does for the sole purpose of spreading education among people the University would now surely enter into a new phase of activity with a background of a century of experiences. Let me, on behalf of the Association, send our heartfelt good wishes on the auspicious occasion of your Centenary, and express the hope

that the University would play its role with increasingly conspicuous success in meeting the enhancing educational needs of the growing population.

JADAVPUR UNIVERSITY, JADAVPUR

The President and Members of the Jadavpur University send their heartfelt greetings to the University of Calcutta on the completion of hundred years of its existence. This century, coeval with the awakening of India into nationhood and political independence, has seen the birth and the growth into greatness of the University of Calcutta which was the pioneer in introducing post-graduate teaching in the field of University education.

May this great University rise to greater heights and further the cause of education in this country.

UNIVERSITY OF JAMMU & KASHMIR, SRINAGAR

On the happy occasion of the Centenary Celebration I have great pleasure in conveying to you our most cordial felicitations and our best wishes for the welfare and progress of your great University. We earnestly pray that your University may continue to provide ample scope for the advancement of higher education and research in keeping with the ever-growing needs of this country. [*from Vice-Chancellor's letter*]

KARNATAK UNIVERSITY, DHARWAR

The Karnatak University, Dharwar, rejoices that the Calcutta University has completed a century of academic work. During the last hundred years, the Calcutta University has done pioneering work in several branches of learning and has always stood for advancement of knowledge and extension of its boundaries. The Calcutta University has produced eminent scientists, doctors, lawyers, and men of letters during the period. The Karnatak University, Dharwar, has, therefore, great pleasure in sending all good wishes for continued success in its endeavours to contribute to the advancement of knowledge in all subjects. The light that the Calcutta University has so far shed on generation after generation of students will, it is hoped, increase hereafter in intensity. The name of the late Asutosh Mookerjee, will live for ever in the history of "University Education in India."

UNIVERSITY OF MADRAS, MADRAS

On the occasion of the Centenary of the University of Calcutta the sister University of Madras tenders with affection and regard her heartfelt felicitations. The pleasure is considerably enhanced by the fact that in the same year the University of Madras was established and that she is also celebrating her centenary on the 28th January 1957, just after the Centenary Celebrations of the University of Calcutta.

The history of the past hundred years records with pride the phenomenal progress made by the University of Calcutta in respect of its organisation, its splendid academic work and the vital contributions it has made to world knowledge and to Indian thought and culture in particular. The University has produced among its alumni some of the greatest leaders of India who distinguished themselves in all walks of life and in all branches of learning. When the three Universities of Calcutta, Bombay and Madras were established, they were founded, as mentioned in the records, on the model of the London University as affiliating and examining Universities. The changes and modifications introduced later shaped the Universities as centres of research and higher teaching in all the branches of learning. In this particular aspect, the University of Calcutta has made during these hundred years splendid progress, mainly due to the large private benefactions made to the University by the distinguished alumni of the University and by other philanthropists and the magnificent efforts of great educationists like Sir Ashutosh Mukherjee. Your University has had a brilliant roll of Vice-Chancellors, Professors and Scholars.

The University of Madras takes a special pride in the fact that three of its distinguished alumni served the University of Calcutta with great ability and distinction, namely, Dr. Radhakrishnan as George V Professor of Mental and Moral Science, and Dr. C. V. Raman as Palit Professor of Physics, and Sri R. V. Rangaswami as an honorary Reader of the University, who delivered learned lectures under its auspices.

On this auspicious occasion when you are celebrating your centenary it is the fervent prayer of the University of Madras that by God's blessings the University may continue to flourish for many centuries and that it may, in co-operation with the other Universities in our great Republic, shed all around the light of knowledge and learning and substantially contribute not only to the progress and

well-being of our Republic but also to the advancement of knowledge and culture of humanity in general.

We, the Chancellor, Pro-Chancellor, Syndicate, Academic Council and Senate of the University of Madras, empower our delegate Dr. Sir A. Lakshmanaswami Mudaliar, our distinguished Vice-Chancellor, to convey in person our happiest greetings and felicitations to the University of Calcutta.

MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

On behalf of the Chancellor, the Vice-Chancellor, the Senate and the members of the Maharaja Sayajirao University of Baroda, I have great pleasure in conveying to you our cordial greetings and good wishes on this historic occasion of the centenary celebrations of your University. One of the oldest seats of learning in India the Calcutta University has, from the beginning, set up and maintained the highest standards of scholarship and has produced an unbroken line of great men and women in all spheres of life in the country. It has indeed vitally contributed to the growth of our national and cultural personality. At this memorable moment of its life, we wish the Calcutta University still greater and greater glory in the years to come. [*from Registrar's letter*]

MUSLIM UNIVERSITY, ALIGARH

The completion of a hundred years of glorious and eventful life by the Calcutta University is a matter of great rejoicing for all the universities in India. This University was the first, and for some time the only one in the country, but, this is by no means its only claim to a proud position of pre-eminence among our great seats of learning. For generations it has been the cradle of intellectual awakening and progressive thought and scholarship. It played a vital and noble role in India's march to freedom and its list of alumni contains the names of some of the greatest sons of India.

The M.A.O. College of Aligarh, founded by the great Sir Syed Ahmed, out of which the Aligarh Muslim University has grown was initially affiliated to the Calcutta University, and so the auspicious occasion of its centenary is a matter of particular pleasure to us.

It is our fervent prayer that this pioneer in the field of higher learning may ever continue to flourish and prosper and make a noble contribution to the intellectual and scientific advance of our country.

NAGPUR UNIVERSITY, NAGPUR

The Vice-Chancellor is very happy indeed that the Calcutta University has completed a hundred years of eventful existence. It is a rare fortune for any University to secure stewardship of men like Sir Asutosh Mukerjee, Dr. Shama Prasad Mukherjee and other eminent leaders of thought. It is my privilege to send herewith the Nagpur University's best wishes on the occasion of the Centenary Celebrations of your University. [*from Registrar's letter*]

PATNA UNIVERSITY, PATNA

On the occasion of the Centenary Celebrations of the University of Calcutta which has completed one hundred years of existence the University of Patna sends its warmest felicitations and good wishes. The Calcutta University has rendered great service to the cause of higher education in this country. It has produced some of the greatest scholars in all branches of knowledge and has provided leaders of top rank in all walks of life. It has pursued the search for knowledge with unswerving faith and upheld the dignity of thought and learning. May it, in the future, as in the past, continue to bring wisdom unto human affairs!

UNIVERSITY OF POONA, POONA

The University of Poona has great pleasure in sending its warmest greetings to the University of Calcutta on the happy occasion of the celebration of its Centenary and its sincerest wishes for continued progress during centuries to come

Poona University is but eight years old and is the offspring of the Bombay University which shares with Calcutta and Madras the honour of being the first Indian Universities. It looks up to Calcutta as its uncle and can learn much from its history and achievement. Calcutta, though starting as a mere affiliating University, took advantage of the Universities Act of 1904 and, under the guidance of some of the most distinguished educationists that India has produced, made the first significant change in Indian University education by organising its own teaching and research departments in several subjects and utilising the services of the best available men for the purpose like Raman and Radhakrishnan. Men like Surendranath Banerjea, A. M. Bose, Gooroodas Banerjee, and above all Sir Asutosh Mookerjee and Syamaprasad Mookerjee who moulded Calcutta University in their days, have an abiding place in any

history of University education in India. The great novelist Bankimchandra was one of the first graduates of Calcutta and has inspired Indian nationalism by his song *Bande Mataram.* Dr P. C. Ray, Sir J. C. Bose and Sir C. V. Raman who were intimately connected with Calcutta University were the pioneer Indian scientists of world renown. Calcutta University has thus moulded the intellectual, religious and political life not only of Bengal but of the whole of India. It can thus take legitimate pride in its past achievements and look forward to even more remarkable achievements in future. With the keen intellect of the people of Bengal as its field of activities, the Calcutta University will surely show the way to the people of India in all educational, cultural and scientific movements.

Once again the University of Poona sends its best wishes to the University of Calcutta on this auspicious and historic occasion.

RAJPUTANA UNIVERSITY, JAIPUR

The University of Rajputana sends its greetings and congratulations to you on the completion of your hundredth anniversary. The first of the chartered Universities to be incorporated in India, you have been pioneer in the field of modern education in this country, and at one time held territorial jurisdiction on the whole of the North-Eastern Zone of this sub-continent. But knowledge hath wings and not only doth it fly to places far afield from its source, but like the banyan tree it throws down roots which become engrafted in the soil and breed new homes of learning. In this sense, you are the mother of all the Universities which now flourish in this land, and which were manned chiefly by those who had been nursed on your bosom.

The University of Rajputana, which is only reaching its first decade, salutes you and acknowledges its debt to you as the benefactress of all the Universities which have followed in your wake. It is our hope and prayer that the University of Calcutta may continue to flourish for centuries to come.

The days of an individual's life are numbered. But the days of an institution set up with high purposes, such as those laid down in the Act of Incorporation of your University, are timeless. So long as you remain faithful to those purposes, an ever rejuvenating force will enter your gates, and go out of them. These will be dedicated to the service of their country and of mankind, in seeking after the

inexhaustible funds of knowledge and in promoting mutual understanding and peace amongst nations, which is the one hope for the survival of civilisation.

SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY, BOMBAY

Centenary Celebrations of Universities are unique occasions in the history of education. It is a matter of pride and pleasure that the Calcutta University is now celebrating its Centenary. In this span of hundred years, the valuable services rendered by the University are really worth all admiration.

A galaxy of scholars in all fields of life is the merited output of the University. Faculties in different subjects have found rapid progress and the University has been achieving meritorious success in all its activities.

We have the pleasure to extend our best wishes for a greater and more glorious success to the University in all its undertakings. May it have ever expanding glory and name in the field of education all over the world. May it fulfil the loftiest aspirations of those who cherish for the advancement of learning.

SRI VENKATESWARA UNIVERSITY

Proud mother of pioneers in many fields of intellectual and moral adventure, the University of Calcutta has a record of achievements, which is one of the most noteworthy in all Asia. She has been one of the earliest in India to establish departments of research and so contribute to the enlargement of the boundaries of modern knowledge in the Sciences as well as the Humanities. The first in India to receive the full impact of Islamic, Far Eastern and Western European cultures, the Calcutta University has made herself the clearing house and the harmonizer of all that is great, enduring and emancipating among the moral forces of contemporary civilization. Among the purposes of a modern university, one of the great tasks obligatory to her, viz., to communicate to succeedings the national inheritance at its highest and the most idealistic levels, the Calcutta University can rightly claim to have accomplished a notable fulfilment. The contributions made by the scholars of this University

to the promotion of studies in Indology and allied branches of inquiry command the respect of Universities all the world over. She remains foremost in the movement that has succeeded in presenting to the world the unique and deeply human relevance of Indian Philosophy as the instrument for the recovery of the Human Spirit in all the continents of the Earth. Situated in what was for long the capital of the country, she has contributed to maintain the standards, and the tempo of metropolitan life in all branches of the professional and civic services. Revolutionary changes brought by Asiatic awakening and the great stresses of political experimentation may have sometimes cast their shadows on this great Mother of modern Indian institutions; but by her power to absorb the shock of change and the creative vitality evidenced in all her accomplishments, she holds in her the promise, for endless days to come, of mounting victories for the spirit of our Motherland and for the enlightenment of mankind.

Long live the Calcutta University!

May we for ever sing her praises as *"Bharata Bhagya Bidhata"*.

UTKAL UNIVERSITY, CUTTACK

On the occasion of the Celebration of the Centenary of the University of Calcutta, Utkal University sends its warmest congratulations and good wishes. The area at present administered by the Utkal University was a dozen years ago under Patna University, itself an offshoot of the University of Calcutta. In the family of centres of higher learning Utkal's relationship to Calcutta is therefore that of a grand-daughter to her grand-mother. During the hundred years of its existence the University of Calcutta has pursued with devotion and distinction its motto of *Advancement of Learning*, and its post-graduate departments have been a model and inspiration to all parts of the country. This premier University of India which at one time held educational sway from one end of the country to the other—from Peshawar to Rangoon—has always opened its portals to citizens from every part of the land, and has reckoned among its teachers men from every province of India and also from abroad. In offering its felicitations, Utkal University expresses its hope and confidence that the future of the University of Calcutta will be as beneficent and distinguished as its past has been.

VISVA-BHARATI, SANTINIKETAN

वाणीनीराजने पूतं दीपमुज्ज्वलवर्चसं ।
विद्वद्गोष्ठीश्रितं वन्दे विश्वविद्यालयं महः ।।१।।
वाग्देवीपदपंकजालिविबुधैः सत्कृत्य यो यत्नतः
दीपमुज्ज्वलवर्चसं
यो नित्यञ्च मनीषिणां प्रतनुते ज्ञानैकभास्यां धियम् ।
शीलं वृत्तमशेषतश्च कुशलं यत्सेवनाल्लभ्यते,
सोऽस्माकं सकलार्थसाधनकरः स्याद् विश्वविद्यालयः ।।२।।

परमसुहृदनन्तज्ञानविज्ञानदाता,
गुरुरिव कृतिसङ्घैरर्च्यते योऽप्रमत्तैः ।
समुचितरुचिराभिर्भावभाषाभिरेषः,
जयतु जयतु देशे विश्वविद्यालयो नः ।।३।।

भासयन् भूतविद्याद्या मातृभाषाः समन्ततः ।
राजते कलिकातायां विश्वविद्यालयो महान् ।।४।।

श्रेयांसि तनुतामन्तेवासिचेतोविवाकरः ।
चकास्तु महसा दीप्तः प्राचीमाशां विभासयन् ।।५।।

[We offer our humble homage to your great University, where wisdom sheds its holy lustre and scholars keep the torch of knowledge burning through the ages.

As the bees gather round a lotus so do the devotees to learning gather round the feet of the Spirit of Wisdom enshrined in the Temple of Scholarship. It reveals to them the mysteries of knowledge by opening out the doors of the intellect one by one. Those who worship at this Temple, gain goodness, virtue and perfect well-being.

The best of friends, the bestower of knowledge, the revered preceptor fondly adored by renowned scholars,—let the University illumine the minds of men with words of wisdom and thoughts of the spirit.

May the great UNIVERSITY OF CALCUTTA ever prosper in the glory of its achievements in Science and Arts, and in the cultivation of the mother-tongue.

And shining like the sun in the hearts of its scholars, let this great University continue to contribute to the welfare of man.]

In conveying to the UNIVERSITY OF CALCUTTA our felicitations on behalf of the Visva-Bharati we naturally recall how Gurudeva visualised the possibilities of a wide fellowship of culture established on the foundation of mutual love and understanding:

"The activity represented in human education is a world-wide one"

Gurudeva said, "it is a great movement of universal co-operation interlinked by different ages and countries. And India has her responsibility to hold up the cause of truth and offer her lessons to the world in the best gifts which she could produce. The messengers of truth have ever joined their hands across the seas, across historical barriers, and they help to form the great continent of human brotherhood. Education in all its different forms and channels has its ultimate purpose in the evolving of a luminous sphere of human mind from the nebula that has been rushing round ages to find in itself an eternal centre of unity. We, individuals, however small may be our power and whatever corner of the world we may belong to, have the claim upon us to add to the light of the consciousness that comprehends all humanity. And for this cause I ask your co-operation, not merely because co-operation itself is the best aspect of the truth we represent, but also because it is an end and not merely the means."

The Visva-Bharati conveys to this sister University its warmest congratulations. Your jubilation is shared by the Visva-Bharati and we shall continue to pray for the success of your endeavours in all the various spheres of knowledge. Let your path be propitious and may you dauntlessly proceed in the footsteps of the One Supreme Being who is *Shantam, Shivam* and *Advaitam.*

INDONESIA

UNIVERSITAS GADJAH MADA, JOGJAKARTA

I have herewith the honour to convey to you and the other officers, the professors and the students of the University of Calcutta, our congratulations on the occasion of commemorating the first Centenary Anniversary which will be held in January, 1957.

The Universitas Gadjah Mada takes this opportunity to wish you every success in achieving this work. [*from President's letter*]

IRAN

UNIVERSITY OF TEHERAN

It is a great pleasure for me to express, on behalf of the University of Teheran, the heartfelt wish for the perfect success of the Calcutta University and send you the message of goodwill on the

occasion of the completion of hundred years of existence and activities. I wish you success in this Celebration which is established to commemorate a century of the academic work of your University and is composed of men of learning who are here to pay their homage to those who have laid the foundation of this great institution of learning.

It is with great pleasure to have this opportunity to congratulate the honourable members and the staff of the Calcutta University on this occasion. I pray the Almighty God to bestow His blessings upon us so that we may be able to successfully complete the great scientific and educational services we have undertaken. [*from Chancellor's letter*]

ISRAEL

HEBREW UNIVERSITY, JERUSALEM

The President, the Senate and the Faculty of the Hebrew University of Jerusalem are happy to convey sincere congratulations to the Chancellor, Vice-Chancellor and Members of the University of Calcutta on the occasion of its Centenary. They take this opportunity of expressing their appreciation of the splendid achievements of the University of Calcutta during the first hundred years of its existence, achievements which have made a notable contribution towards the increase of knowledge and which have earned for this institution of higher learning a coveted position in the world of scholarship. They assure the University of Calcutta of their cordial good wishes for the future, and are confident that the years to come will see yet a further extension of its distinguished services of benefit not only to India but to mankind as a whole.

ITALY

UNIVERSITY OF BARI

On the happy occasion of the Centenary of your famous University, the beaconlight of knowledge in the noble land of India priding itself in a millenary civilization, the University of Bari, established for strengthening the cultural ties with the Orient (East), sends its

best wishes and expresses the hope for ever the growing friendship and co-operation between Italy and India.

Please accept this expression of my high consideration and homage. [*from Rector's letter*]

UNIVERSITY OF FLORENCE

Pray accept from now the friendly and sincere wishes and vows of the Atheneum of Florence and from me personally for an ever brighter future of the University of Calcutta. [*from Rector's letter*]

UNIVERSITY OF MILAN

On the occasion of the first Centenary of the foundation of your celebrated University, which holds alight the flame of Indian culture and civilization in India and abroad, I am pleased to send you my heartfelt message of greetings and best wishes for the future of your famous institution. [*from Rector' letter*]

UNIVERSITY OF NAPLES

The University of Naples appreciated very much the courteous invitation of your academic body to attend the solemn Celebrations of the Centenary which your distinguished University is preparing to hold in January, 1957.

This University is happy to express through my intermediary, the feelings of joy and admiration for the illustrious University of Calcutta which upholds such noble traditions of Science and Culture.

We send you our best wishes and we extend to your academic body our feelings of sympathy and of our most cordial solidarity.

UNIVERSITA DELGI STUDI DI PISA

Our University joins you in the celebrations which will be held soon on the occasion of the Centenary of foundation of your University and it extends to you, in the name of our academic body, most cordial wishes for an ever greater activity of your great institution. We are sure that the noble Indian people will score noteworthy achievements both in the cultural and scientific fields.

JAPAN

KYOTO UNIVERSITY, KYOTO

We offer our hearty congratulations to you on the Centenary Celebrations of your great University to be held in January, 1957.

It is our sincere wish that the Centenary Celebrations will be held successfully with pomp and splendour, and we wish further success and development of your great University.

OSAKA UNIVERSITY, OSAKA

It is indeed a great pleasure and honour to join you in spirit during your Celebrations to commemorate Centenary of academic work at your University of Calcutta. Your University has every right to be very proud of your past excellent achievements.

During the past century your University has contributed much towards the progress of civilization in the world. Our University, as an old Asian University, now extends to your University our goodwill and also expresses our sincere hopes that a more bright future shall lie before you in the fulfilment of the civilizing works in the field of education and the realization of the world peace.

UNIVERSITY OF TOKYO, TOKYO

I should like to send my sincere congratulations on this memorable occasion, wishing that your University will make great contributions to the development of scientific researches and education not only in India but also all through the world. It is my sincere hope that India and Japan will co-operate as intimate Asiatic nations and promote friendship and peace in the world by cultural and intellectual exchanges. [*from President's letter*]

MALAYA

MALAYA UNIVERSITY, SINGAPORE

The University of Malaya extends to the University of Calcutta its sincerest congratulations on the achievement of its Centenary. It is our confident hope that, building on the foundations of scholarship now so long established among you, the University will con-

tinue through many further centuries its distinguished contributions to learning and to the well-being of your great country.

NEWFOUNDLAND

MEMORIAL UNIVERSITY OF NEWFOUNDLAND, NEWFOUNDLAND

Cordial greetings and heartfelt congratulations are offered to you by the Memorial University of Newfoundland on the happy occasion of the celebration of the Centenary of the founding of your great University which today extends to so many thousands of your citizens the benefits of under-graduate study in the liberal Arts and Sciences and of advanced research in those technological disciplines which bear so closely on the industries of your country.

One of the youngest members of the family of the Universities of the British Commonwealth, we offer to you the reverence proper to your esteemed age, and from this oldest part of the Commonwealth send earnest good wishes for the future growth and prosperity of the University of Calcutta, the health and happiness of all its members.

NEW ZEALAND

UNIVERSITY OF NEW ZEALAND, WELLINGTON

The record of your graduates in the world of scholarship and of science has brought you fame over your first century and the University of New Zealand sends its congratulations to you during the period of your Centenary Celebrations.

It is our sincere hope and belief that in the years to come your University will continue to give the higest service to learning and through the transmission of knowledge and the discovery of new knowledge render great service to India and to all mankind.

NORWAY

UNIVERSITY OF BERGEN, BERGEN

The Rector and Senate of the University of Bergen offer their sincere congratulations on the occasion of the Centenary of the

University of Calcutta. We hope that your University will be able to play an important part in the further development of your great country and wish you every success.

PAKISTAN

UNIVERSITY OF PANJAB, LAHORE

The University of the Panjab offers cordial felicitations to the University of Calcutta on the occasion of its Centenary Celebrations.

For twenty-five years, 1857-1882, students from this region were admitted to the University of Calcutta ; thus we have a century old bonds of mutual relationship. For this reason the University of the Panjab has been throughout the eventful life of the University of Calcutta looking upon it as a source of inspiration. Great as has been the success of the University of Calcutta in the dissemination of knowledge and development of higher education, it is hoped that it will continue to gain still greater eminence, as years roll on.

In the troubled world of today the Universities have to play a vital role in the life of the people. This University hopes that from the University of Calcutta, knowledge and inspiration will continue to flow and the people of Bengal will achieve the highest ideals of life.

This great seat of learning of the East, which has produced men who have left everlasting mark on the history of the human race, will continue to hold aloft the torch of knowledge and culture.

UNIVERSITY OF PESHAWAR, PESHAWAR

It is a pleasure for me to convey to you on behalf of myself, the members of the Senate and Syndicate, and the staff and students of the University of Peshawar, and its constituent and affiliated colleges, cordial greetings and good wishes on the occasion of the Centenary Celebrations of your great University.

We look with appreciation and admiration on the hundred years' record of development, scholarship and public service, which lies behind this famous University, which is one of the great centres of learning of the East, on the contribution to the spread of education and the advancement of knowledge made by the members of your University. We are with you in your feeling of pride and pleasure

in these great achievements, and assure you once again of our fraternal greetings and good wishes on this most auspicious occasion.

RAJSHAHI UNIVERSITY, RAJSHAHI

I am directed to convey to your University, the sincere greetings of this University on the occasion of its Centenary in January, 1957, and we are confident that your University would continue to prosper and serve the people with academic work of still greater value and distinction. [*from Registrar's letter.*]

UNIVERSITY OF SIND, HYDERABAD (SIND)

On my behalf and on behalf of the University of Sind, I have a very great pleasure in conveying to the authorities of the University of Calcutta our hearty felicitations on completion of hundred years of existence of their University. It has been acknowledged by all concerned that the University of Calcutta has been sincerely serving the laudable cause of nation-building for which University education is intended.

May God grant increased strength and opportunities to the authorities of the University for promoting and preserving what is just and right! [*from Registrar's letter*]

PHILIPPINES

UNIVERSITY OF PHILIPPINES

The Board of Regents, the President and the Faculty of the University of the Philippines extend their warm greetings and congratulations to the University of Calcutta on the occasion of its celebrations to commemorate a century of academic work.

POLAND

POZNAN UNIVERSITY, WEST POLAND

On the centenary of the honourable scientific and didactic activity of the University of Calcutta we send our heartiest congratulations and wishes of further development.

SPAIN

MADRID UNIVERSITY, MADRID

I feel honoured to receive your invitation to attend the Centenary Celebration of your illustrious University.

We are sorry not to be able to send any of our representatives on the grand occasion but we wish your Centenary Celebration every success.

With deep regards. [*from Rector's letter*]

SALAMANCA UNIVERSITY, SALAMANCA

Recibida communicación de V.I. referente a la celebración en el mes de enero de 1957 del I Centenario de esa Ilma. Universidad, este Rectorado, en nombre propio y de la Universidad de Salamanca, expresa su felicitación más sincera y desea toda suerte de exitos y prosperidades, con el ofrecimiento cordial del Rector y Claustro universitario.

SWITZERLAND

UNIVERSITY OF ZURICH

We, the Rector and Senate of the University of Zürich, convey to our Friends, the Chancellor, the Vice-Chancellor, the Professors and students of the University of Calcutta our very best wishes and congratulations on the occasion of the Centenary of their great University.

Although remote in distance, we have many reasons for sharing your joy and pride. In you, we honour the preservers and promoters of a culture that is among the cultures of the world, one of the richest, one of the most ancient and venerable. Many of our writers and scholars, such as C. G. Jung and Hermann Hesse—to mention only two eminent explorers of the human soul—are deeply indebted to Indian letters and learning.

Your principles and problems are also ours. We strive, as you do, to unite different races and traditions under the banner of cultural freedom and the *Advancement of Learning*.

May this spirit of intellectual endeavour and glorious achievement light you through the centuries to come.

THAILAND

CHULALONGKORN UNIVERSITY, BANGKOK

Upon the occasion of Calcutta University's Centenary Celebrations, in January, 1957, we of Chulalongkorn University are happy to offer our warmest felicitations to a sister institution which has held aloft the torch of learning for an entire century. The fame of your great University has extended far beyond the borders of India, and we in Thailand have long been aware of your success in maintaining very high academic standards even during a period of phenomenally rapid expansion. We hope and believe that you will embark upon the second century of your existence with the same firm determination to serve the cause of youth and progress, and we wish you the utmost success in all your undertakings.

UNITED KINGDOM

UNIVERSITY OF BIRMINGHAM

Magno cum gaudio, viri doctissimi, accepimus universitatem vestram, annis centum feliciter peractis, sollemne celebraturam esse, et legatum mittimus Robertum Aitken, Vicecancellarium nostrum, qui die festo coram vos testimonium benevolentiae nostrae suis verbis praebebit.

Universitas vero vestra, si quis alia, inter strepitum armorum nata est, sed per tot discrimina rerum propositi tenas artes et scientiam numquam non excoluit. Nostris demum temporibus aliae stant res, alia mens, inter Britanniam atque Indiam: sed solutis tot vinculis communi studiorum amore adhuc coniuncti sumus. Floreat igitur optamus universitas vestra per alterum secunda saeculum: floreat quoque India, fautrix Orientis, Occidentis haud immemor.

ACADEMY SENATE, GLASGOW

It was very kind on your part, most learned men, to allow us to share your joy on the occasion of the happy Centenary which you are about to celebrate. In organizing these memorial festivities, your very first concern is to pay a rightful tribute of gratitude to your benefactors. Next it affords you a welcome opportunity for labour-

ing with new zeal at the pursuit of truth, at the refining of life through the love of Arts and Culture, at extending over further the frontiers of Science. All this deserves our highest praise. The achievements and benefits conferred upon the Republic by the founders and promoters of your Academy, are by now public knowledge: all these men have served the cause of mankind in a remarkable way. Your records bear eloquent witness to their achievements in the field of medical science, of literature and of natural science. This is why we hereby tender you the cordial praise which is your due and it is our most earnest wish that the endeavours, which are now the object of your rightful pride, may in future years go on the meeting with the same success. To our great regret, our own concerns and the great distance prevent us from delegating a member of our staff to be your guest who would assure you in person of our friendly disposition. Let this letter be the written conveyance of our goodwill, which will transmit all the good wishes we form on behalf of your University. Farewell.

UNIVERSITY OF CAMBRIDGE

Universitas Cantabrigiensis Universitati Calicatensi salutem.

Gratulamur vobis, viri doctissimi, quia centum annorum seriem tam feliciter continuavistis, scientiarum eruditionisque causis tantopere profuistis. Quod nos quoque invitastis ut sollemnium saecularium participes simus, gratias vobis maximas agimus. Nunc igitur, ut fratribus terrarum spatio remotis, amicitia coniunctissimis, benevolentiae nostrae testimonium mittamus, delegavimus e numero nostro virum dignissimum Haroldum Spencer Jones, qui vobis salutationes has nostras impertiate et omnia fausta fortunataque precetur.

THE BRITISH ACADEMY, LONDON

Being aware of the great services which the oldest University of India has rendered in the world-wide commerce of scholarship and education, the President and Council of the British Academy gladly avail themselves of the present opportunity to convey a message of their high appreciation and goodwill. Through its already long existence the University of Calcutta has been guided and sustained by such wisdom ; its members, teachers and alumni alike, have vindicated for it such a standing among learned institutions, that it will

look forward confidently to a long future of distinguished achievement.

The British Academy is proud to remember the personal associations of many of its past and present Fellows with the University, and among them it has specially in mind the eminent philosopher and statesman who is to represent it at the centenary celebrations. Through him it offers its most sincere congratulations on the past and good wishes for the future.

UNIVERSITY OF EXETER

The University of Exeter is honoured to be represented on the historic occasion of this first centenary of the University of Calcutta. The University of Calcutta already occupies a very high place among the Universities of the Commonwealth. Exercising in former days its benevolent influence over university education in almost the whole of Northern India, it has now, with the rapid growth of university education in India, been enabled greatly to strengthen its academic structure, particularly as a result of the new scheme of 1917 and the Act of 1951, in the sphere of post-graduate teaching and research. In offering its warmest congratulations the University of Exeter wishes also to express its cordial good wishes and its sure hope that in the devoted pursuit of sound learning, for which it is already famous, the University of Calcutta will enjoy continuing prosperity and make an ever increasing contribution to the civilization of India and the world.

UNIVERSITY OF GLASGOW, GLASGOW

Will you be so kind as to convey to the assembled University the congratulations and greetings of this University and our very warm good wishes for its prosperity in the important and growing task to which it is called? We hope that all will go abundantly well.

UNIVERSITY OF LIVERPOOL

The Council and Senate of the University of Liverpool send greetings to the University of Calcutta on the occasion of the celebrations to mark the one hundredth year of its foundation. Our University has particular pleasure in extending its felicitations remembering, as

it does, the great commercial links between the ports of Calcutta and Liverpool.

For many years your University made provision for higher education throughout the whole of Northern India, a tremendous task amongst many people. Today, as your great country stands at the beginning of a new and significant phase in its development, your work on behalf of Indian higher education is no less important.

In doing honour to your past achievements, the University of Liverpool wishes that you may continue in the future to give high service to your own people and to mankind.

UNIVERSITY OF LONDON

On this historic occasion when the University of Calcutta is celebrating its Centenary, the University of London offers to its great sister University most warm and sincere congratulations.

In a hundred years of stirring history the University of Calcutta has steadily grown in stature and distinction, and, while it shows in retrospect a story of noble achievement, it presents for the future an admirable prospect of yet more glorious prestige and renown in the commonwealth of science and scholarship. The high standards of learning and the disinterested service of knowledge to which the University is dedicated will ensure its continuing and increasing strength. So manifestly does it recognise the truth that academic learning should have no boundaries of space, nationality, religion or politics, and that in the real Universitas of Learning all the forms and varieties of human knowledge are brought within the unity of a great corporate life. So faithfully does it seek to hold fast to the traditions of the freedom of thought and of the free commerce of ideas which are the most precious heritage of science and learning.

The University of London wishes to express its deep appreciation of the invitation to be present at the centennial celebrations and has designated Dr. D. W. Logan, Principal of the University, to convey to the University of Calcutta a message of goodwill and admiration, and of its confident hope that in the fortunes of another century of life will lie a yet more splendid progress.

UNIVERSITY OF OXFORD

Fraterno quodam gaudio accipimus, Academici, vos mense insequenti festos esse dies acturos, ut originis verstrae memoriam centum

post annos rite servetis. Quot enim quantaque sunt inter nos vincula ad voluntates nostras copulandas! nonne recordamur ambo virum Oxoniensem, Michaelem Sadler, Equitem, anno disciplinae vestrae sexagesimo consiliariis praefuisse ideo convocatis ut Calcuttae in Universitate, quasi exempli causa, de academiis Indorum recte administrandis quaereretur, eundemque in illa inquisitione semper cum viro apud vos primario, Asutosh Mookerjee, Equite, coniunctissime omnia egisse? nonne iure dici potest vos iam inde ab eo tempore magis magisque vestri fuisse iuris inventoresque rerum atque artium permultos aluisse quorum fama orbem terrarum pervagetur? subit et illa cogitatio, episcopi Anglici sedem ecclesiamque cathedralem in urbe vestra iam pridem esse constitutam, nec non Oxonienses quosdam, Fidem Christianam professos, alium post alium Calcuttam se contulisse, ut plebis aerumnas pro sua parte consiliis suis et laboribus allevarent. huc accedit quod Typographeum Oxoniense sedem sibi alteram ibidem collocavit, ubi libros a doctis viris de quavis scientia conscriptos suppeditet; cui negotio civem quendam vestrum, virum facile tanto oneri ferendo parem, feliciter praefecimus. nec illud nos fugit, vos ea ratione liberam gerere rempublicam ut, quemadmodum nos Britanni Romanorum lingua sponte nostra olim simus usi, sic nostra vos lingua in docendo plerumque utamini; eo enim modo efficere vos posse ut populi vel huic vel illi Solis domo propiores alteri alteros melius cognoscant mutuoque cultus et humanitatis commercio eas foveant artes quibus concordia gentium et pax diuturna nitantur.

Quod superest, hortantibus vobis libenter obsecuti legatum ad vos misimus, nomine Normannum Carolum Wright, honoratissimi Ordinis de Balneo Socium, ex Aede Christi Artium Magistrum, Scientiae Naturalis Doctorem; qui vir domi eorum ad consilia princeps adhibetur qui res rusticas, piscatorias, cibarias procurant, idemque trans mare missus nunc Indorum in Conventu scientiae finibus proferendis consulentium pro pari Britannorum Societate verba faciet, nunc his litteris ad vos perlatis florere vos iubebit, ut adhuc floruistis, quaeque nos absentes animo sentimus ea coram praesens interpretabitur. salvete, amici, et valete.

[We rejoice, in a brotherly spirit, at the news of your centenary, for the bonds of sympathy between you and us are many and strong. Both of us recall that an Oxonian, (the late Sir Michael Sadler) was President of the Calcutta University Commission in 1917 and that he co-operated very closely with one of your leading men (the late) Sir

Asutosh Mookerjee. Since that time you have enjoyed ever-increasing independence and have produced scholars of world-wide fame in scientific discovery and in the Arts. At Oxford we think also of the Anglican Bishopric and Cathedral of long standing in Calcutta and of Oxonians in a long succession whose mission in your city played its part in the relief of suffering. Again, our University Press has a Calcutta Branch, which supplies works of learning in great variety and is most competently managed by one of your alumni. We learn, too, that in your freedom you employ English as the usual language of instruction, much as we in England long ago freely adopted the language of Rome. You thus enable East and West to understand each other better and by interchange of their cultures to foster those arts on which lasting peace between the nations can be firmly based.

In willing response to your invitation we send a representative, Norman Charles Wright, formerly of Christ Church, a Companion of the Most Honourable Order of the Bath, a Master of Arts and a Doctor of Science of our University, Chief Scientific Adviser to the Ministry of Agriculture, Fisheries and Food, who will also represent the British Association for the Advancement of Science at the Indian Science Congress. He will bring you this letter, wish you continued prosperity, and act as the spokesman of our goodwill. Fare ye well, Friends.]

THE ROYAL SOCIETY, BURLINGTON HOUSE, LONDON

The Royal Society of London sends greetings to the University of Calcutta, now celebrating its Hundredth Year of service to Indian Culture and Education. The University has played a great part in the development of science in India. Two late Fellows of the Royal Society, Sir Yagadis Bose and Meghnad Saha, have contributed much to this and Indian statistics owes a large part of its recent extension to the work of a present Fellow of the Society, Prasanta Mahalanabis, an Honorary Professor and former student of the University. Today much of the progress of Indian science is due to the continued activities of the University in many fields of scientific research and education.

The Royal Society congratulates the University of Calcutta on its achievements and confidently hopes that its good progress may long continue.

UNIVERSITY OF SHEFFIELD

On this significant occasion we congratulate you on your achievements in the momentous century which you have now completed. Having your roots in the same soil which nourished our beginnings, you have adapted your growth and development to the needs of widely different cultures and conditions. Nevertheless, the original bond of kinship between us is strengthened by that common purpose to which every University is dedicated, to foster learning and to pursue the truth. We wish prosperity to you and to your affiliated institutions as you embark on your second century, a century which will bring to you and to India new responsibilities and new opportunities for leadership.

UNIVERSITY OF SOUTHAMPTON

I am glad to send to the University of Calcutta our warmest greetings and congratulations on reaching its hundredth anniversary; and in congratulating the University on its achievements during the last hundred years, we send our best wishes for its success and prosperity in the years to come.

I send you, Mr. Vice-Chancellor, fraternal greetings, and shall be grateful if you will communicate this message of congratulations and goodwill from the members of the University of Southampton to the members of the University of Calcutta. [*from Vice-Chancellor's letter.*]

UNIVERSITY OF WALES

We, the four Colleges which form the University of Wales, desire to congratulate you heartily on attaining the end of the first hundred years in your history. You have inherited an ancient culture and an ancient civilization. We admire the extent of your contribution to the wealth of the human mind, and your constant efforts to promote the love of knowledge and to extend the frontiers of the realm of learning and culture. We believe that you, like us, are deeply conscious of the responsibility that has been placed on every University in this new age. You are celebrating your Centenary in difficult days, when the need for keeping the lamp of learning alight, and for preserving the old values, is greater than ever. We wish

you success and prosperity during the next hundred years, and may your old cultural traditions inspire you in your efforts to elevate man's life and to enrich his mind.

UNITED STATES OF AMERICA

AMERICAN COUNCIL ON EDUCATION

The American Council on Education representing more than one thousand colleges, universities, and educational organizations in the United States, is honoured to be represented by a delegation in attendance at the Centenary Celebration of the founding in 1857 of the University of Calcutta.

The Council extends warm greetings and congratulates the University on this occasion which holds so much significance not only to you but to all those in other parts of the world similarly dedicated to the *Advancement of Learning*.

In the past one hundred years this institution has made a contribution to the enlargement of knowledge and to the improvement of man's spiritual and intellectual life of which you can be very proud. We of the American Council on Education are confident that in the years ahead the University will continue its record of distinguished service in man's search for the peace that comes of understanding, and for the achievement that derives from man's fulfilment of his highest powers.

ASSOCIATED UNIVERSITIES INCORPORATED, NEW YORK

Associated Universities Incorporated and its sponsoring Universities: Columbia University, Cornell University, Harvard University, John Hopkins University, Massachusetts Institute of Technology, Princeton College, University of Pennsylvania, University of Rochester, Yale University.

To all who see These Presents: Greeting on the occasion of the Centenary Anniversary of the Calcutta University.

The Board of Trustees of Associated Universities has the honor to present its felicitations in recognition of the distinguished academic history and scientific accomplishments of the University of Calcutta.

ALFRED UNIVERSITY, ALFRED, NEW YORK

The Trustees and Faculties of Alfred University join me in sending congratulations and best wishes to the University of Calcutta on the occasion of your centennial celebration. Your university has rendered an outstanding service to society during its first century and it is our expectation that its second century will be marked by even greater achievements. [*from President's letter*]

UNIVERSITY OF ARKANSAS, FAYETTEVILLE, ARKANSAS

On behalf of the Trustees and the Faculties of the University of Arkansas I send greetings and congratulations on the occasion of its completion of 100 years of service to the people of India.

I send you special greetings from Professor Ed Albin of our Arts Faculty, who became well acquainted with Calcutta University, and who met you personally, while studying in India a few years ago as a Fulbright Fellow. [*from President's letter*]

BRANDEIS UNIVERSITY, WALTHAM, MASSACHUSETTS

The Trustees, President and Faculty of Brandeis University extend greetings to University of Calcutta on the occasion of the celebration of its Centennial and convey felicitations and confidence that the superb traditions of the past will be sustained and strengthened.

BROOKLYN COLLEGE, BROOKLYN, N. Y.

Brooklyn College is happy to extend greetings through our distinguished colleague, Professor John Hope Franklin, the Chairman of our Department of History, to the Universities of Calcutta, Bombay and Madras on the occasion of their centenary. Fully cognizant of the significance of these institutions in every phase of the nation's life in the past, we wish for them an even greater role in the years that lie ahead. For we are confident that in the discovery and promulgation of truth, which is the primary function of a University, lies the solution of some of the most important problems that trouble the world today. We take this opportunity to renew our own pledge to search for truth and to join with each of you in your earnest efforts during your second century of service.

It is a great pleasure to add my personal greetings. I often think back with pleasure to the hospitality you and your colleagues extended to me during my visit some three years ago. [*from President's letter*].

BROWN UNIVERSITY, RHODE ISLAND

It is with great pleasure that I extend to the University of Calcutta the felicitations and best wishes of Brown University upon this auspicious occasion. We are proud to join in honoring your distinguished institution for its service to the people of India during the past one hundred years. It is our profound hope that the years which lie ahead will witness the continued prosperity and growth of the University of Calcutta and its ever-broadening influence in the field of higher education. [*from President's letter*].

UNIVERSITY OF BUFFALO, NEW YORK

The Council of the University of Buffalo accepts with pleasure the gracious invitation of the University of Calcutta to participate in the celebration of the Centennial of the University to be held in Calcutta in January, nineteen hundred and fifty-seven, and has appointed acting Chancellor Claude E. Puffer to be its representative on this historic occasion and to convey the Council's felicitations on the distinguished contribution to higher education throughout India and the world, which has been made by the University of Calcutta.

UNIVERSITY OF CALIFORNIA, CALIFORNIA

The University of California sends its greetings and felicitations to the University of Calcutta on the occasion of the celebration honoring the one hundredth anniversary of its founding to be held in January, nineteenth to twenty-fourth, nineteen hundred and fifty-seven.

CATHOLIC UNIVERSITY OF AMERICA, WASHINGTON

The Rector and Faculties of the Catholic University of America offer felicitations to the University of Calcutta on the occasion of its Centennial Celebration in January, 1957 and extend best wishes for the continued success and prosperity of this illustrious institution.

UNIVERSITY OF CHICAGO, CHICAGO

Upon the occasion of the Centenary Celebrations of the University of Calcutta, January nineteenth, nineteen hundred and fifty-seven, the University of Chicago extends to the Vice-Chancellor and Faculty its cordial greetings and expresses the confident hope that the University of Calcutta may continue to grow in strength and extend its distinguished tradition of service to the enlightenment of man.

COLUMBIA UNIVERSITY, NEW YORK

Columbia University in the city of New York to University of Calcutta: Most cordial greetings.

With feelings of pleasure, Honored Sirs, have we read your letter in which, being now on the eve of reviewing the history of your University since its foundation one hundred years ago, you have graciously expressed the desire that we also should be both witnesses of your festivities and sharers in them. Right willingly are we sending an envoy in whose person we may enjoy the ceremonies as if we were ourselves present, having in mind our fellowship with you in devotion to all the branches of exact knowledge and in the activities of peace and friendship.

We rejoice that through these years of achievement your University has won such praise in its effective promotion of liberal studies. We rejoice that from your noble seat of learning there have gone forth to meet the responsibilities of life so many possessors of talent, trained to spread the uplifting influence of the arts which conduce to the safety and concord of all mankind. For it is precisely from such studies that there has flowered the liberty, alike of thought and of political action, which you and we have long enjoyed together. We would fain have this liberty more and more securely established by that search for truth through which alone human beings can understand the nature of their relation to the entire universe of which they form a part.

In compliance, therefore, with your desire, we have designated as envoy to you one of our company of scholars, Jal Pavry, Ph.D., of high reputation in our University circle and peculiarly fitted for this mission, that he may in the name of all of us convey to you our congratulations and our hope that you may have in the years to come all possible success and prosperity.

UNIVERSITY OF COLORADO, BOULDER, COLORADO

The University of Colorado sends cordial greetings to the University of Calcutta on the occasion of the one hundredth anniversary of its founding. We send also our congratulations on the distinguished place which the University of Calcutta has achieved among the institutions of higher education in India.

We have observed, as we are sure you have also, the increasing flow of scholars both ways between the United States and India. The University of Colorado has already been a beneficiary of this exchange of persons and we look forward with good hope to a day when the international stream of scholars will have increased manyfold and when you and we, as Universities, may make an even greater contribution to international understanding and goodwill.

May I say in closing this brief message that we at the University of Colorado express our wish that the University of Calcutta will enjoy in the years ahead an increasing sphere of influence both at home and abroad for which its first century of life has laid so firm of foundation. [*from President's letter*].

CORNELL UNIVERSITY, NEW YORK

As Cornell University approaches its own Centennial Year in 1965, we join you in the earnest wish that the coming years will bring true peace and understanding to all nations, and that the universities of the world will provide the leadership so badly needed.

The Trustees and Faculty of Cornell join me in saluting the University of Calcutta on its hundredth anniversary and in sending to you our warmest greetings and best wishes. [*from President's letter*].

FISK UNIVERSITY, NASHVILLE, TENNESSEE

The Trustees and Faculty of Fisk University take pleasure in greeting the University of Calcutta on the occasion of its Centennial Celebrations and extend their cordial good wishes for continued success in the service of higher learning and human welfare.

FLORIDA STATE UNIVERSITY, TALLAHASSEE

The Faculty of Florida State University salutes the Faculty and the administration of the University of Calcutta on its completion

of one hundred years of existence. We wish for you the finest of everything as you celebrate this one hundred years of service in January, 1957.

Today our world needs individuals who have understanding and training more than at any other time. I am sure that your University has meant much to your country and your people during these many years, and as you celebrate you will be planning to do an even finer job in all phases of university work.

We are grateful for the announcement of your celebration and wish it were possible for some member of our staff to participate in your centennial celebration. [*from Registrar's letter*].

GEORGETOWN COLLEGE, WASHINGTON, D. C.

The President and Directors of Georgetown College are pleased to convey to you our congratulations on your Centenary of the founding of the University.

We beg you to accept our best wishes for your continued success.

HARVARD UNIVERSITY, CAMBRIDGE, MASSACHUSETTS

The President and Fellows of Harvard College have learned with pleasure that the University of Calcutta will celebrate from the nineteenth to the twenty-fourth day of January, nineteen hundred and fifty-seven, the one hundredth anniversary of its founding.

We wish to convey to the University of Calcutta the congratulations of Harvard University on this Centennial, and we beg you to accept our best wishes for the continued success of your fruitful labors in the cause of education.

ILLINOIS WESLEYAN UNIVERSITY, BLOOMINGTON, ILLINOIS

A century of existence gives a peculiar distinction to a university, and a century of academic achievement furnishes a unique contribution to the field of world-wide higher education.

Illinois Wesleyan University, through its President, its other administrative officers, and its Faculty, predicts many more years of scholarly activity, as well as material progress ; and trusts that the eminent institution in Asia may co-operate with many of a similar type in America to advance the cause of learning for the general betterment of mankind.

STATE UNIVERSITY OF IOWA, IOWA

The State University of Iowa extends its congratulations to the Administration and Faculty of the University of Calcutta upon the completion of a century of academic work. Upon this occasion the State University of Iowa wishes to express its goodwill toward a University dedicated to teaching, research and service, and to wish for the University of Calcutta many future centuries of progress and growth.

INDIANA UNIVERSITY, INDIANA

Indiana University sends its congratulations to the University of Calcutta upon the occasion of the celebration of the One Hundredth Anniversary of its founding. Indiana University expresses the hope that the University of Calcutta may enjoy another century of dedicated service to scholarship and to the welfare of mankind, and that the next century may be a chapter in its annals as illustrious as have been the first one hundred years.

UNIVERSITY OF KANSAS, LAWRENCE

The University of Kansas is delighted to send greetings to the University of Calcutta on the occasion of the centennial celebration of its establishment. We further wish you well in the hundred exciting years that stand ahead.

Certainly at a time when reason and logic must play a crucial role in world thinking, the importance of the University becomes greater than ever before. There can be little doubt that the University of Calcutta has great responsibilities in the years to come, and further that its mission will be carried out with distinction.

UNIVERSITY OF LOUISVILLE, LOUISVILLE, KENTUCKY

The administration, the Faculty and the students of the University of Louisville, Louisville, Kentucky, U.S.A. extend to the administration, the Faculty and the students of the University of Calcutta our greetings and best wishes on the completion of one hundred years of service.

May the fine work which you are doing continue to be a blessing and an inspiration to all who come under your influence.

UNIVERSITY OF MARYLAND, MARYLAND

On the occasion of the Centenary Celebrations of the University of Calcutta during January, 1957, it is a privilege for the faculty and administration of the University of Maryland to extend greetings to congratulate the University of Calcutta for its long and fruitful history, and to join the University in looking forward to an ever increasing place of importance in society.

May your University, during this celebration, look to the accomplishments of the past with due pride, and may these serve as a source of renewed dedication as you look forward to the challenges of the future.

UNIVERSITY OF MASSACHUSETTS

The Trustees and Faculty of the University of Massachusetts extend cordial greetings to the University of Calcutta on the occasion of one hundredth anniversary of its founding.

May your second century shine more brightly than the first and may you ever continue your great contributions to the people of India and of the world!

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

The Corporation, the President and the Faculty of the Massachusetts Institute of Technology extend to their colleagues of the Calcutta University cordial greetings and hearty felicitations on the occasion of the one hundredth anniversary of its founding.

MICHIGAN STATE UNIVERSITY OF AGRICULTURE AND APPLIED SCIENCE, EAST LANSING

Michigan State University express its warmest good wishes and congratulations to Calcutta University on the occasion of its celebration of 100 years of academic achievement. Having just completed our own centennial observance, we know what pride you and your colleagues must take in the attainments of this cultural center over the period of a century.

UNIVERSITY OF MINNESOTA

The Regents, the President, and the Staff of the University of Minnesota extend their congratulations to the Officers, Members of

the Faculty and Members of the student body of the University of Calcutta upon the occasion of the observance of its Centenary Anniversary 1857-1957 and send their greetings and felicitations on this significant occasion.

UNIVERSITY OF MISSISSIPPI

The University of Mississippi welcomes the opportunity to congratulate the University of Calcutta upon the happy occasion of the celebrations to commemorate a century of academic work and to express every good wish for its continued success.

UNIVERSITY OF NEW HAMPSHIRE, DURHAM

It is a pleasure to extend good wishes and congratulations to the University of Calcutta upon the occasion of its first hundred years of service to the peoples of India.

The challenge to educational institutions in the world today is tremendous and we are fortified by the knowledge that you are playing your great part in expanding the frontiers of freedom, hope and knowledge in our troubled times. May you continue with strength and courage into your second century.

NEW YORK UNIVERSITY, WASHINGTON SQUARE, NEW YORK

New York University, this year celebrating the 125th anniversary of its establishment, salutes with fraternal regard and esteem the University of Calcutta on the occasion of your centennial celebration. Although both our institutions are relatively youthful as measured against the maturity of elder establishments, both East and West, we yield to none in our sense of mission and our disposition to help carry the torch of learning to ever more distant horizons, and at the same time to increase in depth the service to our indigenous constituencies.

We congratulate you most warmly upon the anniversary and trust that the impressive program of celebration which you have arranged may prove most propitious for the continued progress and prosperity of the University of Calcutta in the new century that now lies before you.

STATE UNIVERSITY OF NEW YORK, ALBANY

For a century, the University of Calcutta has been leading the way to educational and cultural advances for the peoples of India, together with its sister universities at Bombay and Madras. Many of its illustrious graduates have done advanced work in America, where they have become known for their inspiring work beside our own scholars. The State University of New York, dedicated to the same lofty principles of learning which have characterized the University of Calcutta throughout its history, is privileged to send this message of congratulations and renewed best wishes for even extended service to mankind.

UNIVERSITY OF NORTH CAROLINA

The University of North Carolina extends warm greetings and sincere congratulations to the University of Calcutta upon its completion of a century of outstanding service in the academic world. Through its contributions in instruction, research, and publication, the University of Calcutta has achieved a secure position among the truly great universities of the world.

On behalf of the three institutions which constitute the University of North Carolina, I extend congratulations on the past hundred years and best wishes for the centuries of service which lie ahead. [*from President's letter*].

NORTHWESTERN UNIVERSITY, EVANSTON, ILLINOIS

On behalf of President Miller and the Board of Trustees of Northwestern University, I wish to congratulate the University of Calcutta on the occasion of its 100th anniversary in January, 1957. The Faculty of Northwestern University also join in sending cordial greetings to colleagues of an outstanding institution such as yours.

Northwestern University celebrated its Centennial in 1951 and it is a pleasure to welcome your University into the ranks of those who have been engaged in academic work for at least a century. [*from Vice-President's letter*].

UNIVERSITY OF NOTRE DAME, NOTRE DAME, INDIANA

The growth and achievements of Calcutta University during the past one hundred years are a lasting tribute to all who have labored there and, with educators throughout the world, we at Notre Dame

join in saluting you on the manifold accomplishments of the University, on the intellectual and material advancements which have accompanied your dedicated work during the last century, and on the vital and important contributions which the University has made to education, not only in India, but in all nations of the world.

Because many honors and tributes will rightfully be paid to you on this occasion, we feel sure that this celebration will be a truly outstanding and historical one. To the many messages of friendship and goodwill which you will receive, we want to add our best wishes that the fruits of your excellent work may be mightily increased during the century to come and that they may add new degrees to the position of eminence and leadership in which Calcutta University is now held.

OHIO WESLEYAN UNIVERSITY, DELAMARE, OHIO

Ohio Wesleyan University, an American liberal arts college, extends felicitations to the great University of Calcutta on the occasion of the completion of its hundredth year.

At such times we are reminded that education and culture have ties that are world wide.

UNIVERSITY OF OREGON, OREGON

The Faculty of the University of Oregon sends greetings to University of Calcutta and in response to your gracious invitation to participate in the ceremonies attendant upon celebrations to commemorate a century of academic work transmits to you this document in testimony of sincere congratulations on this occasion and cordial good wishes for the future.

PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PENNSYLVANIA

On behalf of the Pennsylvania State University, I extend to you our greetings and our best wishes. [*from President's letter*].

UNIVERSITY OF PITTSBURGH, PENNSYLVANIA

The Trustees and the Faculty of the University of Pittsburgh congratulate the Chancellor, Pro-Chancellor, Vice-Chancellor, and

Members of the Senate of the University of Calcutta on the Centenary Celebrations from the nineteenth day of January to the twenty-fifth day of January, 1957, confident that the University of Calcutta will keep faith with its high traditions and continue its service to India and to mankind.

UNIVERSITY OF PRINCETON

Ad perpetvam rei memoriam
Viris Clarissimis et doctissimis
Cancellario vicecancellario vicepraesidibvs senatoribvs syndicis
VNIVERSITATIS CALCVTTENSIS
Cvivs aegis in India tot tantaqve collegia conivncta protegit,
Cvivs disciplina et artivm litterarvmqve ac scientiarvm tot milia discipvlorvm insigniter institvit,
Cvivs bona fama ab oriente sole vsqve ad occidentem solem pervenit,
Sacra sollemnia saecvlaria
Ex die xix mensis I ad diem xxiv eivsdem mensis anno mcmlvii
More maiorvm scilicet rite necnon pie celebratvris
Salvtem plvriman dicvint
Praeses cvratores professores
Corporaliter qvidem seivncti spiritvaliter tamen conivncti
VNIVERSITATIS PRINCETONIENSIS
Cvm centesimvs confectvs sit annvs ex qvo stvdivm vestrvm erat constitvtvm
Nosmet ipsi igitvr americam incolentes et recolentes horvm annorvm memoriam
Per qvos mvltis facvltatibvs ac scholis persecvti estis,
Vt verbis vestris vtamvr,
Ervditionis progressionem
Et ob litteras vestras hvmanissime scriptas certiores facti
Academiam Calcvttensem
Sollemnia centesima constitvtvram esse
Qvae propter scholarivm societatem nobiscvm commvnia esse pvtamvs
Vos non sine gloriae vestrae reverentia salvtare volvmvs.
Itaqve etiam ex animi cordisqve sententia precamvr
Vt in terra vestra vetere novvs rervm pvblicarvm ordo clementer concedat
Vniversitati vestrae

In secvndvm saecvlvm iam inevnti
Semina scientiae sapientiaeqve serenti
Nvmen veritatis collenti et tollenti doctrinae lvmen
Avctoritatem adiectam atqve integram inflventiam
Non modo nova lavdis incrementa veteris
Sed etiam omnia favsta felicia fortvnata.
Qvandoqvidem avtem nos amice benigneqve rogavistis
Vt de nobis ad vos vnvm aliqvem in academiae nostrae nomine mittamvs
Vobis gratias habemvs maximas.
Deniqve qvoqve cv mab nonnvllis societatibvs ad ivbilaevm vestrum delegati convenerint
Vt vniversitati vestrae gratvlentvr
Tvm nostrvm etiam nvntivm in hoc eximio nvmero adesse magnopere leatabimvr,
Qvippe qvi contra locorvm longinqvitatem ex ordinibvs nostris
Legatvm a latere delegerimvs
Virvm doctissimvm
ARTHVRVM FRANCISCVM BVDDINGTON
Philosophiae ac scientiarvm doctorem
Professorem geologiae et petrologiae cvratorem
Qvi ad vos hasce litteras gratvlatorias ferat
Qvi hospitivm vestrvm accipiat
Qvi eo tempore pro nobis vobiscvm gavdeat.
AVETE ATQVE VALETE

PURDUE UNIVERSITY, LAFAYETTE, INDIANA

The Trustees, President, and Faculty of Purdue University desire to convey hearty greetings to the University of Calcutta upon the auspicious occasion of its centennial and congratulations upon its honorable achievements during the past century in the fields of the sciences and the professions. Its growth and contributions to the scholarships and to the public welfare of India will continue and increase in the new era upon which the University is now entering.

High ideals and notable distinction have placed the University of Calcutta in the very front rank of world universities. Purdue University extends a welcome in these troubled times to share with all true universities the good work of promoting universal knowledge and worldwide peace.

RENSSELAER POLYTECHNIC INSTITUTE, TROY, NEW YORK

Rensselaer Polytechnic Institute sends greetings and salutations to Calcutta University upon the occasion of its Centenary Celebrations and Rensselaer extends its best wishes for continued growth and service to education and the nation.

UNIVERSITY OF ROCHESTER, ROCHESTER, NEW YORK

On behalf of the Trustees and Faculty of the University of Rochester may I extend cordial greetings on the occasion of the celebrations commemorating the Centenary of Calcutta University in January, 1957.

India has been known as a nation striving for the welfare of all mankind. The lofty aspirations of any society are nurtured in universities where, it is hoped, they will continue to grow and to flourish. During its one hundred years the University of Calcutta has had a responsible role to play in many significant achievements.

May I express the hope that during the years to come your University as well as other universities throughout the world will continue to contribute to the cause of humanity. [*from President's letter*].

RUTGERS UNIVERSITY (STATE UNIVERSITY OF NEW JERSEY), NEW BURNSWICK, NEW JERSEY

Rutgers, the State University of New Jersey extends cordial greetings and best wishes to the University of Calcutta on its completion of one hundred years of service to higher education in India.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

The University of Southern California sends its greetings and good wishes to the Vice-Chancellor and Faculty of the University of Calcutta upon the occasion of the completion of 100 years of existence, to be celebrated in January, 1957.

SOUTHERN ILLINOIS UNIVERSITY, CARBONDALE, ILLINOIS

It is with pleasure that this University extends its greetings at this time and its congratulations upon your University's completion of its first one hundred years of existence.

In these times it is particularly significant to emphasize the role which education must play throughout the world. Through the significant achievements that have been made, the world is becoming a constantly smaller globe. This demands of us a much clearer understanding of all peoples so that we may look forward to a future of ever greater co-operation. We need to look to educational institutions for the leadership in developing this co-operation.

May your University look forward to the next one hundred years, during which it will grow and enrich the lives of your people.

SOUTHERN METHODIST UNIVERSITY, TEXAS

Please convey to the administration, faculty and students of the University of Calcutta the warm congratulations of Southern Methodist University on the commemorative celebration of your century of renowned service in academic work.

Your record of distinguished achievement excites the admiration of the entire civilized world. As a younger institution in a younger nation we experience renewed inspiration in thinking of your glorious past and the bright promise of your future. We wish you continued success through all the years to come—*candidior semper candidiorque.*

STANFORD UNIVERSITY, STANFORD

The President, the Faculty, Alumni and Students of Stanford University of the United States of America, have the pleasure to convey their warmest greetings and felicitations to the University of Calcutta on this memorable occasion.

The celebrations mark a century of progress and glorious achievement in the field of education. The University of Calcutta has turned out eminent scholars, scientists, statesmen, lawyers, doctors, educationists and outstanding men and women in every sphere of life—a record of which the University could justly be proud.

On the day of commemoration of the One Hundredth Birthday of this great University, the message of Stanford is a message of goodwill and fellowship and we, the men and women of Stanford,

fervently hope and pray that the Calcutta University will continue to carry on the mission of enlightenment and *Advancement of Learning* to which it is dedicated and rank among the leading Universities of the world.

SYRACUSE UNIVERSITY, SYRACUSE, NEW YORK

The University of Calcutta is a truly great institution of higher learning. Through a century of academic work, it has achieved a notable position in the family of scholars of the world as we strive for universal freedom of expression. Syracuse University sends its best wishes on a memorable occasion, symbolizing the good things past and a rededication for future growth.

UNIVERSITY OF TENNESSEE, KNOXVILLE

On the occasion of the completion of a century of academic work, President C. E. Brehm and the Administration of the University of Tennessee and the entire faculty of the University send to your great institution, greetings.

We congratulate you upon the very fine service the University of Calcutta is rendering to its people. We trust that the future will open new avenues of service to you.

UNIVERSITY OF TEXAS, AUSTIN

The Board of Regents and Members of the Faculty of the University of Texas extend congratulations to the University of Calcutta on its One Hundredth Anniversary in January, 1957.

TULANE UNIVERSITY OF LOUISIANA, NEW ORLEANS

The President, the Administrators and the Faculties of Tulane University send greetings to the University of Calcutta upon the completion of one hundred years of existence in January, 1957.

By These Presents, they convey to the University of Calcutta hearty felicitations. They wish for the University a continuation of

the fine service it has rendered to the furtherance of higher education in India and extend best wishes for the future.

UNIVERSITY OF UTAH, SALT LAKE CITY

The University of Utah is happy to have this opportunity to extend congratulations to the University of Calcutta on the completion of one hundred years of its existence and to express a confident wish and expectation that the University of Calcutta will continue to prosper and to augment its already distinguished tradition of service to the cause of education.

UNIVERSITY OF VERMONT AND STATE AGRICULTURAL COLLEGE BURLINGTON, VERMONT

It is a pleasure to send greetings to you on the occasion of the celebration of the one hundredth anniversary of the University of Calcutta.

May your University continue as an institution of higher learning to an increasing number of your fellow citizens.

THE UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE, VIRGINIA

The University of Virginia on the occasion of the centennial celebrations of the University of Calcutta sends greetings.

Children of the same century, we not only share with you an identical pride in freedom, but also with special feelings of pleasure and kinship do we join with you on this occasion in the recollection of the past and in the recognition of the fact that the past is only prelude.

We welcome this opportunity to express with heartiness and warmth our wishes for your continued success and prosperity.

WASHINGTON UNIVERSITY, WASHINGTON

Chancellor Ethan A. H. Shepley on behalf of Washington University sends greetings and best wishes to Calcutta University on the

occasion of the Centenary Celebrations in January nineteenth, nineteen hundred and fifty-seven.

WAYNE STATE UNIVERSITY, DETROIT, MICHIGAN

Wayne State University is happy indeed to extend the greetings of its Board of Governors, officers, faculty, and student body to the University of Calcutta on the occasion of the January celebration commemorating a century of academic work. Please accept our very best wishes for the future of your institution.

WESTERN RESERVE UNIVERSITY, CLEVELAND, OHIO

The Students, Trustees, Faculty and Officers of Western Reserve University wish to extend to the University of Calcutta best wishes and felicitations on the occasion of its one hundredth anniversary and express the hope that the next one hundred years will be even more fruitful and rewarding in our never-ceasing quest for a better way of life.

UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN

The University of Wisconsin extends to its sister institution, the University of Calcutta, official greetings on this centennial occasion. Although separated by many miles of land and sea, our institutions of education are linked closely together in their efforts toward a common goal: the betterment of mankind through higher education.

Our exchange of professors with one of your colleges, and our experience with some of your graduate students here for further study, have given us a warm feeling of kinship with your institution.

The contributions of the University of Calcutta to the growth and development of modern India are known throughout the world. We salute you on a century of progress and send our best wishes for an even greater century ahead.

UNIVERSITY OF WYOMING, KARAMIE, WYOMING

I want to extend to you my congratulations on your University's achievements during the past one hundred years. The many decades spent in higher education by the University of Calcutta represent a long period of genuine service not only to your

community and to your country but also to many other parts of the world. The officials at the University of Calcutta have every right to be proud of the academic achievements earned by the institution they represent.

Best wishes for a successful centennial celebration and your continuing success in the future. [*from President's letter*].

UNION OF SOVIET SOCIALIST REPUBLICS

STATE UNIVERSITY OF CHERNOVITCKY, UKRAINE

The Ukrainian Republic, Professors, Lecturers and students of the State University of Chernovitcky extend their brotherly felicitations on your Centenary Celebrations and wish further developments of Calcutta University for the good of the Indian people.

Calcutta University has made great contributions towards the development of the world's culture and in the field of Science, Philosophy, Arts as well as in the cultural progress of the Indian people.

Calcutta University can be justly proud of its high and noble traditions in the struggle for India's liberation from the yoke of foreign colonisers. It can further be proud of its unceasing struggle in the cause of India's culture and the famous five principles of peaceful co-existence.

On the occasion of your historic celebrations, members of the teaching staff and indeed every one of the University of Chernovitcky beg to offer you their best wishes. May your great India grow in stature and prosper!

May the cultural achievements of our brothers and sisters of India as well as of the Soviet Union grow and develop in unison and strengthen and consolidate the ties of our two great peoples.

KIRGEZ STATE UNIVERSITY, KIRGEZ

Professors, lecturers and students of Kirgez State University take this opportunity to congratulate you, Mr. President, as well as all professors, lecturers and students of Calcutta University on the occasion of the Centenary Celebrations of your famous University.

Professors, lecturers and students of young Kirgez State University know that your University has trained and will be training a national cadre, who have been serving and will continue to serve

the Indian nation. Your University has also made no mean contribution to the development of the world science.

Professors, lecturers and students of Kirgez State University convey their comradely greetings and hope that your University will continue to make its contributions to cultural and scientific development of the independent Indian Republic which, together with the Soviet Union and the Peoples' Republic of China are dedicated to the cause of peace and international security in the East and all over the world.

KAZAKH UNIVERSITY, KAZAKH

On the glorious centenary of your University I beg you to accept our most hearty congratulations and warmest regards from the professors, teachers and students of the Kazakh University.

The Calcutta University which sprang up on the traditions of the ancient and richest civilization of the great Indian people is one of the centres of world science and it prepares highly qualified specialists.

The noble activity of the Calcutta University in hundred years of its existence has won it the love and respect of the Indian people. The Calcutta University is held in high respect in our country as a herald of broad public education, of national independence, freedom and prosperity of India.

Since ancient times the Kazakh people have known and loved India, the Indian people. Kazakh tales and legends sing of the wonderful land of "Hind", its people, noted by their diligence and splendid handicraft.

As far back as the fifties of the last century the great son of the Kazakh people—Chokan Valikhanov, scientist, democrat and enlightener made a description of the famous Indian vocabulary and estimated its merits at a very high value. The fantastic nature of India and its wise and kind people have also found reflection in the works of the Kazakh classic of the XIXth century Abay Kunanbayev—the main character of his "Iskander Nahme" poem is looking for "live water" in many countries, but only in India does he find it.

The complete likeness of the plot of the "Kosy Khorpesh and Bayan Slu", a Kazakh legend, and that of "Baidju Bavra", an Indian legend, testifies to the kindred of spirit of our peoples.

In Kazakh kihssas—poetical works widely spread at the end of the last and at the beginning of this century, India was depicted quite fantastically.

That is why we welcome the direct contact between the Indian and Kazakh people, which is being realised in our time with great joy and satisfaction.

We hope that close relations, based on fraternal friendship and mutual love of the great peoples of India and the Soviet Union, will be established between the Calcutta and Kazakh Universities.

We wish the Calcutta University new brilliant achievements in its noble task of developing science and culture for the benefit of the great Indian people.

We beg you to give our warmest feelings of love and sincere wishes of happiness, peaceful life and prosperty to the whole Indian people. [*from Rector's letter*].

MOSCOW LOMONOSOV STATE UNIVERSITY, MOSCOW

The Moscow Lomonosov State University sends its fraternal regards and cordial congratulations on the occasion of the centenary anniversary.

After its foundation in the city of Kalkutta in 1857 the University soon became one of the greatest cultural centres of India and did much for the development of science and the training of specialists.

The professors and students of the Moscow University with all their hearts and souls wish the Kalkutta University fruitful activities in the further development of the science, culture and economy of India.

Let your successes always serve the interests of science and culture, peace and welfare for all mankind.

YUGOSLAVIA

BELGRADE UNIVERSITY, BELGRADE, YUGOSLAVIA

On the occasion of your Centenary Celebrations the professors and students of Belgrade University send their warmest and sincerest wishes for the prosperous development of your academic work which contributes most successfully to the uniting of all nations.

The following message FROM MOULANA ABUL KALAM AZAD, *Minister of Education, Government of India, was read out by K. G. Saiyidain, Educational Adviser to the Government of India*:—

I rise to convey the greetings and good wishes of the Minister and the Central Ministry of Education to the Calcutta University on the historic occasion of its Centenary Celebrations. It is a great pleasure and privilege to do so. It must be a matter of great satisfaction and pride to all the members of the University, past and present, that it has successfully completed this long period of educational service. It has given to the country an imposing array of distinguished men and women who have left their impress in various fields of national life, not only in Bengal but all over the country—in arts and letters, in science and scholarship, in industry and business, in politics and social service. If we turn over the pages of the history of national effort in any field, we find the names of the alumni of this University in the front rank of leadership.

And yet, as we stand on the threshold of the second century, these great landmarks of eminence in the past give us pause for thought, because they underline the measure of our responsibility for the future. To persons living at a long distance from a mountain, only its highest peaks, visible from afar, seem important. But to those who live in the heart of its far-flung ranges, every nook and corner, every hill top, every crevice is significant, because it determines the patterns of their day to day life. So is it with a University. Those of us who view its achievements from a distance, whether of space or time, may feel satisfied that it has produced hundreds of brilliant men and women who were able to make their mark in their life time. But those, who work and teach within the portals of the University from day to day, cannot be so satisfied, because they are interested not only in the best and brightest of their students but in every young person who hopefully enters its four walls. They are, or should be, vitally concerned about the adequacy of the average standard—which is none too satisfactory at present—and anxious that even the weakest student should make good within his limitations. It is the joyous privilege as well as the heartache of the good teacher to be deeply involved in the welfare of every one of his pupils. But that is not the only reason. In the new democratic social order that we are striving to build, the greatness of our people will not be measured in term of the comparatively few leaders of

thought and action that we may produce, but of the general standard of life and thought and culture of the people as a whole. If this standard is to be raised, it is necessary that every student who passes out of the University should, in some measure, cultivate certain essential qualities—qualities of courage, decency, breadth of outlook, clarity of mind and, above all, charity and compassion towards all fellow men and women so that, collectively, they may leaven the whole mass. Thus alone can they help to reap the rich harvest that lies round the corner. "The harvest indeed is great but the labourers are few. Pray ye, therefore, the Lord of the Harvest, that He send forth labourers into His Harvest". It is the special privilege of the University to train honest and efficient labourers, who will work with a will in the Lord's vineyard. I have no doubt that the enlightened Vice-Chancellor and other educationists, who preside over the destinies of this University, will pledge their loyalty afresh on this historic day to these values and try to integrate them consciously into the ideology and the pattern of its future development.

ADDRESS OF WELCOME

By N. K. Sidhanta, *Vice-Chancellor*

শ্রদ্ধেয় রাষ্ট্রপতি, মাননীয়া রাজ্যপাল ও সমবেত বন্ধুগণ,

ভারতখণ্ডের নবতন বিশ্ববিদ্যালয়সমূহের মধ্যে প্রাচীনতম এই কলিকাতা বিশ্ববিদ্যালয়। আজ সেই বিশ্ববিদ্যালয়ের শতবর্ষ অতিক্রান্ত হইল। পরাধীন ভারতবর্ষ যখন কেবল স্বাধীনতার স্বপ্ন দেখিতে আরম্ভ করিয়াছে তখন এই বিশ্ববিদ্যালয়ের প্রতিষ্ঠা; আর, আজ যখন আমরা শতবর্ষপূর্তির উৎসবে প্রবৃত্ত হইয়াছি তখন আমাদের দেশ স্বাধীন ও স্বপ্রতিষ্ঠ, আমাদের দেশের মানুষ নূতন জীবনরচনার কল্পনায় উদ্দীপ্ত। শতবর্ষ ধরিয়া এই বিশ্ববিদ্যালয় হইতে যে-আদর্শ ও কল্পনা, যে-চিন্তা ও কর্মপ্রবাহের ধারা উৎসারিত হইয়াছে, বাংলাদেশ ও ভারতবর্ষের সুপ্রাচীন ভূমিকে তাহা উর্বরা করিয়াছে, মানুষের জীবনকে তাহা সমৃদ্ধ করিয়াছে। নানা বাধা ও বিরোধ, বিচিত্র সংশয় ও সংগ্রামের ভিতর দিয়া শতবর্ষ অতিক্রম করিয়া আজ আমরা আর-এক নূতন জীবনসোপানের সিংহদ্বারে আসিয়া দাঁড়াইয়াছি। এক দিকে সুদীর্ঘ পথ অতিক্রমণের তৃপ্তি ও আনন্দ, অন্য দিকে নূতন যাত্রাপথে দিগন্তের ইঙ্গিত, বিশ্ববিদ্যালয়ের ভাগ্যবিধাতার সুগম্ভীর আহ্বান। এই ইঙ্গিত ও আহ্বান দুইই নূতন উদ্দীপনার, নূতন জাগরণের। আজিকার উৎসব এই সন্ধিক্ষণের সমগ্র অর্থগৌরবে সমৃদ্ধ; এক দিকে আনন্দের উৎসব, অন্য দিকে নবসংকল্পে দীক্ষাগ্রহণের উৎসব। কলিকাতা বিশ্ববিদ্যালয়ের অতীত, বর্তমান ও ভবিষ্যৎ আপনাদের সকলকে সেই উৎসবে সাগ্রহ আমন্ত্রণে আহ্বান করিয়া আনিয়াছে; এই উৎসবক্ষেত্রে আপনারা সকলে আমাদের পরমসম্মানিত অতিথি। এই মহাবিদ্যাবিহারের নামে আজ আপনাদের সকলকে আমাদের বিনীত অভিবাদন জানাইতেছি। আয়ন্তু সর্বে। সকলে আসুন আপনারা এই উৎসবক্ষেত্রে আপনাদের সকলের আনন্দকণ্ঠ ধ্বনিত হউক। আপনাদের সকলের প্রীতি, শুভেচ্ছা ও আশীর্বাদে আমাদের উৎসবযাত্রা আলোকোজ্জ্বল হইয়া উঠুক।

সুগভীর শ্রদ্ধায় দেশ ও বিদেশের সেই পূর্বাচার্যদের স্মরণ করি যাঁহারা প্রাচীন ভারতবর্ষের এই প্রাচীখণ্ডে পশ্চিমের বাতায়ন খুলিয়া নূতন ভারত-রচনার কল্পনায় এই বিদ্যাবিহারটির বীজ বপন করিয়াছিলেন, অঙ্কুরোদ্গমের পর পরম স্নেহে উহাকে লালন করিয়াছিলেন, এবং যাঁহারা দিনের পর দিন, বৎসরের পর বৎসর পরম শ্রদ্ধায় ও ভালবাসায়, সুগভীর নিষ্ঠায় ও সাধনায় সেই ক্রমবর্ধমান বৃক্ষটির মূলে জীবনরস সঞ্চারিত করিয়াছিলেন। আমাদের এই উৎসবক্ষেত্র তাঁহাদের পুণ্যপদস্পর্শে পবিত্র হইবার সৌভাগ্য-লাভ করিল না, কিন্তু ঐতিহ্যবিশ্বাসী আমরা তাঁহাদেরও আহ্বান করিতেছি, পরম শ্রদ্ধায় ও কৃতজ্ঞতায়। তাঁহারা যে-বৃক্ষটিকে সযত্নে লালন করিয়াছিলেন আজ তাহা বিরাট মহীরুহে পরিণত, যে-প্রদীপটি তাঁহারা জ্বালাইয়াছিলেন তাহার শিখা আজ দিকে দিকে দীপ্যমান। তাঁহাদের মানস-সন্তান আমরা তাঁহাদেরই মহৎ উত্তরাধিকার সগর্বে বহন করিয়া চলিয়াছি। আমাদের আনন্দে, আমাদের সার্থকতায় আজ তাঁহাদের প্রসন্ন হাস্যের সুউজ্জ্বল আলোকপাত ঘটুক।

এই মহাবিদ্যাবিহারের যে অগণিত সন্তানের দল আজ ভারতবর্ষের সর্বত্র বিচরমান, তাঁহাদের প্রবীণতম ও প্রধানতমদের একজন এই শতবর্ষপূর্তি উৎসবের অগ্রণী পুরোধা।

আজ তাঁহাকে আমরা পৌরোহিত্যে আহ্বান করিয়া আনিয়াছি, এবং তিনিও কৃপাপূর্বক আমাদের কৃতকৃতার্থ করিয়াছেন, ভারতরাষ্ট্রের রাষ্ট্রপতির গৌরবে নয়, তাঁহার আপন জীবনমহিমায়, আমাদের একান্ত আপনজনের গরিমায়। এই মহাবিদ্যাবিহারের ছত্রছায়ায় তাঁহার প্রথম যৌবন কাটিয়াছে, বিদ্যার্থী ও শিক্ষকরূপে। তিনি আমাদের কৃতী স্নাতকদের অন্যতম; এই মহাবিদ্যাবিহারের মর্মবাণী ও নর্মাদর্শ তিনি সমগ্র জীবনে রূপায়িত করিয়া তুলিয়াছেন, এবং তাঁহাকে আশ্রয় করিয়া সে-বাণী ও আদর্শ সাম্প্রতিক ভারতবর্ষে ব্যাপ্তিলাভ করিয়াছে। তিনি আমাদের গৌরব; তাঁহাকে পুরোভাগে রাখিয়া আজিকার উৎসবের গৌরব আমাদের জীবনে আমরা সঞ্চারিত করিব, ইহাই আমাদের কামনা। তাঁহাকে আমরা সশ্রদ্ধ স্বাগত-সম্ভাষণ জানাইতেছি।

এই উৎসবপ্রাঙ্গণে যাঁহারা সমবেত হইয়াছেন তাঁহারা প্রায় সকলেই এই মহাবিদ্যাবিহারের মানসপুত্র, অথবা ইহার সঙ্গে নানা ভাব ও কর্মসূত্রে যুক্ত। আপনাদের অনেকেই কীর্তিমান কৃতী পুরুষ; আপনারা অনেকে মানুষের চিন্তা ও কর্মের, বুদ্ধি ও কল্পনার দিগন্ত প্রসারিত করিয়া মানবমহিমার ঐশ্বর্য বৃদ্ধি করিয়া চলিয়াছেন, সাম্প্রতিক ভারতবর্ষ ও পৃথিবীর ইতিহাস গড়িতেছেন, বৃহত্তর জীবনের লীলাক্ষেত্র আপনাদের সৃষ্টিতে সমৃদ্ধ হইয়া উঠিতেছে। আবার, এই উৎসবক্ষেত্রে এমন অগণিত অনেকে আছেন যাঁহারা আপাততুচ্ছ সংসারের তুচ্ছতর সীমার মধ্যে দৈনন্দিন জীবনের ক্ষুদ্র ক্ষুদ্র কর্মের ভিতর দিয়া নিজেদের জীবন অতিবাহিত করিতেছেন, সাফল্য ও অসাফল্যের মাপকাঠিতে জীবনের পরিমাপ করিতেছেন। অন্য দিকে, অগণিত সহস্র এমনও আছেন যাঁহারা তরুণ বিদ্যার্থী, যাঁহারা তাঁহাদের শিক্ষাক্রমের ভিতর দিয়া জীবনের পাঠ লইতেছেন মাত্র। আজ আপনারা সকলেই আমাদের পরম সমাদরের অতিথি; আপনাদের সকলকেই আমাদের সাগ্রহ এবং প্রীতিময় অভিনন্দন জানাইতেছি। আপনাদের সকলের মধ্য দিয়াই এই মহাবিদ্যাবিহারের মহাকল্যাণময় বাণী ও আদর্শ মূর্ত হইতেছে, অথবা মূর্ত হইবার অপেক্ষায় আছে, ইহা আমরা বিশ্বাস করি। আপনাদের সকলকে আশ্রয় করিয়া এই মহাবিহারকীর্তিত মানবমহিমা উদ্‌ঘোষিত হউক, ইহাই আমাদের প্রার্থনা।

ভারতবর্ষের নানা প্রান্ত হইতে, পৃথিবীর নানা কেন্দ্র হইতে গভীর শুভকামনার বাণী লইয়া, একান্ত প্রীতি ও আশীর্বাদ বহন করিয়া বহুমান্য মনীষীরা অনেকে আসিয়াছেন এই উৎসবে। তাঁহাদের কৃপা ও সৌজন্য, চিত্তের ঔদার্য আমাদের চিত্তকে গভীরভাবে স্পর্শ করিয়াছে। তাঁহাদের প্রতি আমাদের কৃতজ্ঞতার সীমা নাই; তাঁহাদের আগমনে আমরা ধন্য হইয়াছি, কৃতকৃতার্থ হইয়াছি। যে-কোনো বিদ্যাবিহার বা জ্ঞানসাধনার ক্ষেত্র দেশকালাবিধৃত, কিন্তু তাহার বাণী ও মহিমা দেশ ও কালকে অতিক্রম করিয়া যায়। আমাদের বহুমান্য এই অতিথিদের আগমনে একথা যেমন আবার স্বীকৃতি লাভ করিল তেমনই আমাদের উৎসবক্ষেত্র তাঁহাদের স্পর্শে নূতন অর্থগৌরবও লাভ করিল। তাঁহারা সকলে আমাদের সকৃতজ্ঞ ও সশ্রদ্ধ অভিবাদন গ্রহণ করুন। এই মহাবিদ্যাবিহারের পক্ষ হইতে, এই উৎসবের পক্ষ হইতে আমাদের একান্ত প্রীতি ও গভীর শুভকামনা তাঁহাদের জানাইতেছি; এই প্রীতি ও শুভকামনা তাঁহারা কৃপাপূর্বক বহন করিয়া লইয়া যাইবেন তাঁহাদের আপনাপন প্রতিষ্ঠানে, ইহাই আমাদের প্রার্থনা।

শতবর্ষ আমরা অতিক্রম করিলাম। মানুষের ইতিহাস, ভারতখণ্ডের ইতিহাস, বাংলাভাষাভাষী জনপদের ইতিহাস শতপদ অতিক্রম করিল। এই পদচিহ্ন সুচিরকালের জন্য মহাকালের বুকে অঙ্কিত হইয়া রহিল কিনা, সে-বিচার করিবেন মহাকাল স্বয়ং। নিয়তআবর্তমান ইতিহাসের মানুষ আমরা, সে-বিচারে প্রবৃত্ত হইবার প্রয়োজন আমাদের নাই।

অন্তত, আজ সে-প্রয়োজনের কথা স্মরণ আমরা করিব না। আর-এক শতবর্ষকে সম্মুখে রাখিয়া নূতন সংকল্প লইয়া আজ আমরা নূতন পদক্ষেপ করিতেছি। পিতৃপুরুষেরা আমাদের আশীর্বাদ করুন, পৃথিবীর মানুষের শুভকামনা আমাদের উপর বর্ষিত হউক, দেবতাদের আশীর্বাদ নামুক আমাদের শিরে, আপনারা সকলে জয়ধ্বনি করুন, দিকে দিকে শুভশঙ্খ নিনাদিত হউক।

(English Version)

PRESIDENT, CHANCELLOR AND FRIENDS:

Today we are celebrating the Centenary of the Calcutta University, the oldest of the modern institutions for the propagation of higher education in India. This institution was established when India under alien domination was dreaming the first dream of independence; today when we are celebrating the completion of hundred years of existence our country is free and strong and the people of our land are fired with hopes of building a new life. For hundred years ideas and ideals have flown from this institution to fertilise the intellects of all Indians; they have helped to enrich human life. We have had to surmount many obstacles, proceed through numerous conflicts, advance through many doubts and disputes to reach the golden gate at which we have arrived today. We have now the glow of satisfaction at having successfully completed this journey and at the same time we look forward to the horizon towards which the path is leading us. In this new awakening we find the essence of our festival, in this synthesis of the joy of achievement and of the plans of aspiration. The past, present and future of Calcutta University, calls us today to engage in our celebrations and to extend a welcome to all of you who have responded to our invitation and assembled here this afternoon. It is through your blessings, affection and good wishes that our festival can be vitalised.

Today we recall with deep humility our predecessors in this land and outside who through the synthesis of our heritage and Western thought sowed the first seeds of a new India, tended the seedling with care and nurtured the tree with love and devotion to attain to its full stature. We do not have the good fortune to have them with us; but believers in our heritage as we are, we recall them with gratitude and reverence. The seedling which they planted is now a mighty tree: the torch which they kindled is now illuminating all directions. In the plenitude of our efforts, in the success of our endeavours, they will have a glow of satisfaction.

Of the countless children of this great institution one of the greatest and seniormost we have as our leader in the celebration of this Centenary. He has accepted our invitation to guide us and thereby ensured the success of the function. He is with us today not as the President of India but in the glory of his individuality, enshrining the memory of the days of his youth as a student and as a teacher. We take pride in the fame he has gained, in the stature to which he has risen, in the glory he has brought to the motherland. We welcome him from the innermost core of our hearts with our humble love.

Many of those who are assembled here today are alumni of this University, still connected with the University in some way or other; many of them have reached the pinnacle of success, they have extended the bounds of knowledge, beautified the world with their creation, made history in their life. There are others who have worked within a narrower field, spent their days in humbler vocations, and made good within their own sphere. Then again there are thousands who are still our faithful disciples engaged in preparing themselves for the wider life to follow. All of you are our guests today and we extend our heart-felt welcome to you. It is through you that this University is discovering itself and it is through your help that it will realise its ideals.

Many have come from all parts of the world with messages of goodwill and blessings. We appreciate their kindness and courtesy and our heart is full of gratitude. A centre of learning works in one country for a particular environment, but its glory is not circumscribed because the knowledge that is acquired and the truths which are discovered transcend time and space. Through the congregation of our guests we realise the unity of University ideals, the oneness in all efforts. To the representatives of those institutions from India and abroad, we convey our deepest good wishes and pray that they will be the bearers of our goodwill to their respective institutions.

We have crossed one landmark through completion of hundred years of life. The history of the world, of humanity, of our country records hundred years. What imprint this institution of ours will leave on the sands of time, it is for the future to judge. We are unable to assess the worth of our achievements to the fullest extent: we only look forward to the future with added strength and courage. In this work we seek the blessings of our ancestors and the goodwill

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of our fellow-men: we request you all to join in prayer for the success of our mighty endeavour.

ADDRESS

By. Dr. Rajendra Prasad

I feel very happy today in being able to associate myself with the Centenary Celebrations of the Calcutta University, whose history is largely the history of the beginning of Western education or modern higher education in this country, particularly in Eastern India. I say so because in the beginning the jurisdiction of the Calcutta University extended from the Punjab in the West to Burma in the East and from Nepal in the North to Ceylon in the South, with the universities of Madras and Bombay thrown in between so far as the Western Deccan and the Southern regions were concerned. Gradually as the thirst for university education developed, other universities also came into being in the inevitable process of expansion.

For nearly fifty years before the three universities of Calcutta, Madras and Bombay were established, pioneers of Indian renaissance like Ram Mohan Roy had been in the vanguard of an active movement that sought to introduce Western science and thought through the medium of English in our country. The views of the protagonists of Anglicism and Orientalism are too well-known to require recapitulation here. But it was significant that the arena where this battle was fought was predominantly Bengal, more particularly Calcutta. In this conflict of ideas the Anglicists got the better of their opponents, and this fact was reflected in the ushering in of these three universities. The Calcutta University, it may be said, was associated with the Indian renaissance and the awakening of nationalism through its alumni in a special way. While it is not possible to underrate the importance of the other universities, I might say that the fountain-head of this nationalism was largely opened up by the products of this university.

It is interesting to see how this university developed into a training ground of nationalism almost in spite of the intentions of the British authorities in India. Lord Canning, the first Chancellor of this University, expressed himself very clearly that Calcutta University would resemble English universities like Oxford and Cambridge of his days in which the nobility and the upper classes of India would be educated. But in less than ten years Sir Henry Maine, the

then Vice-Chancellor found that instead of becoming an institution for the aristocrats, the Calcutta University was fast becoming a popular institution. The education given here began to prepare the soil in which the creative ideals of modern Indian life were to take root and to flower. The very first and second generations of Indians who were the products of this and the other two universities of Madras and Bombay, became the torchbearers of liberty. Yet in a very deep sense, here was the great consummation of the mission the West was destined to fulfil in the East and also of the mission which the East had to take to the West in the messages of Swami Vivekanand, a student of this university and Gurudev Tagore who was also connected with it, though not a student himself.

You will pardon me if I am in a reminiscent mood for a while and recapitulate the momentous days when I had the good fortune of being a student in this university. During those days we found. on the one hand, the passing of the Universities Act of 1904 giving this University the authority to organise teaching and research ; on the other hand there was active expression of patriotism on a very large scale among students. The partition of Bengal saw the whole of India in ferment. The cult of *swadeshi* became a creed with the educated people who took it to the masses in the countryside while the universities were expanding their work. Need for radical reform was felt in the system of education and non-official institutions having a different objective and curricula and unrecognised by Government grew up in different parts of the country, laying emphasis on nationalism and Indian culture and way of life. In Bengal the protest against the prevalent set-up took shape in the establishment of the National Council of Education, which was presided over by Sir Gurudas Banerji, an ex-Vice-Chancellor of the Calcutta University, with a large number of some of the most distinguished alumni of the Calcutta University as teachers and students. On account of its independent outlook, the position of the Calcutta University remained uneasy for an appreciable time. These difficulties and occasional crises notwithstanding, the University continued to progress and soon became a people's university.

The motto of the Calcutta University is *Advancement of Learning* and I take it that those who have been responsible for guiding and controlling the University have understood by it, advancement both vertical and lateral. Thus there has been vast expansion of the sytem of education which the University stands for and people

have been busy enthusiastically all these hundred years establishing new institutions all over the country. The territorial jurisdiction of the Calcutta University has undergone tremendous changes and as against what it covered at the time of its establishment, today its activities are confined to the State of West Bengal alone, all the adjoining and distant areas outside Bengal having been cut away from it. That has happened not on account of any lack of interest in the form of education but because of the intense desire to provide larger and ever larger facilities to our young people by establishing new universities. On the other hand, the University has not neglected advancement of learning vertically and under the dynamic personality of Shri Asutosh Mookerjee, has built up a system of post-graduate studies and research in all departments of knowledge. There is a tendency today to establish more and more residential universities both for humanities and sciences and specializing in particular subjects. Through the impetus given to post-graduate studies and research, the Calcutta University has been in the vanguard of educational progress. Its alumni have to their credit not only a large volume of original work in humanities and sciences, but they are also engaged in technical and technological pursuits all over the country. The University, therefore, deserves congratulations on its achievements.

I have mentioned above that in the first quarter of the last century before the establishment of the University, there was prolonged controversy regarding the kind of education and the medium of instruction and that Anglicists had won the day. But it was not long before it began to dawn on those who were educated in this system that education to be true and genuine and to be capable of bringing out the best that was in man, a foreign language as medium of instruction imposes a heavy burden and the result not unnaturally has been a certain amount of superficiality among the largest number of those who have benefited from this kind of education. It is true that even with a foreign medium India has produced great litterateurs, great scientists, great physicians, great lawyers, great engineers —in fact men of high stature in all walks of life. But their number is rather small when you think of the vast numbers who have gone through the mill ; and it would be an interesting study to find out comparative figures showing the percentage of those who have made original contributions from amongst persons educated through their own language and those educated through a foreign medium. I

have a feeling that this investigation, if it can be held, will give no indefinite answer in favour of the mother-tongue being the medium of instruction.

As I have said, this aspect of the question began to be canvassed not many years after the establishment of universities and some of the experiments in the field of what is known as national education were the result. The cycle seemed to have been almost completed in the second decade of the present century when the Sadler Commission came to the conclusion that the best medium of education would be the mother-tongue of the student, and although this recommendation of that Commission has not been fully considered, much less implemented, in the various universities and other educational institutions, there is no doubt that there is, generally speaking, strong public opinion in favour of Indianizing education. Unlike their predecessors in the first quarter of the 19th century, the protagonists of English are now on the defensive and with the national upsurge and the establishment of an Independent Republic, there is no doubt that it is only a matter of time—and that too not a long time—when our languages will come into their own and be accepted as media not only of instruction but also for all work, literary and scientific, administrative and political.

It was therefore in the fitness of things that our Constituent Assembly devoted a part of the Constitution to the question of Language. While it recognized Hindi as the language for all affairs of an all-India character, it also gave full freedom to each State to develop its regional language or languages. The States Reorganization Commission gave expression to the longing that was in the minds of the people to have a division of the country into States on the basis of language; and today, with the exception of two States, all the others have only one language prevalent within their territory. This opens up a vast vista for the improvement and progress of the various regional languages.

It is sometimes urged that our languages are not developed enough to serve as vehicles for the expression of all scientific and technological knowledge and therefore it is suggested that we must continue to have a foreign language as medium of instruction if not in all, at any rate in those branches of knowledge. Necessity is the mother of invention and I have no doubt that when the demand is made on these languages to fulfil this function, they will in course of time develop and acquit themselves creditably. It is futile to

expect a language to grow while shutting it off from the holy precincts of higher and particularly technical knowledge. I am therefore hoping that in the next few years there is going to be a tremendous resurgence in our languages and the day is not distant when they will be able to discharge the functions which other languages in other countries, with much less resources in human material and culture, do. It is not a political question but rather a question which touches the very roots of our life and culture and we cannot afford to ignore it. I am hoping that the Calcutta University which has played such an important part in the past will yet be in the vanguard of this resurgence.

The expansion of education has been so rapid and vast that it has not been possible either for the community or for the universities to keep pace with it, with the result that there is a big gap between our social requirements and the service which our educated people can render. Universities were originally examining bodies and in spite of the fact that greater and greater emphasis has been laid in course of time on teaching and formation of character of the pupils, the fundamental notion persists that an educated person is he alone who has passed a university examination and obtained its diploma. Apart from deterioration in the standard of education which has happened and which is admitted, the purpose of giving the hall-mark of educational efficiency as the result of these tests has itself been very largely defeated. It is therefore not surprising that for a small job the duties attached to which do not require any high academic qualifications acquired at a university, there are hundreds if not thousands of applicants with the hall-mark of a university. The universities have thus ceased to be even screening agencies for weeding out the unfit. And today the greatest problem before all educationists and also governments is what to do with the vast numbers of degree-holders in the country. Having given up the old habits of their parents and grandparents and also their modes of life and having acquired a smattering of learning which wrongly but nonetheless truly creates an aversion to manual work, they feel disappointed and frustrated when they cannot get jobs which are simply not available. And yet the habit of associating university degrees with knowledge and efficiency persists and every parent, who can affiord the means, has the ambition of sending his ward to a school or college affiliated to a university. There is always a lurking hope in the mind of such a parent that after obtaining the

degree, he would be able to make good the investment which he is making.

It has become therefore necessary to consider how best this waste of effort in obtaining university degrees and the subsequent disappointment and frustration can be avoided. It is absolutely necessary that the universities should devote more and more of their time and energy to the advancement of learning vertically and some other agency should be devised for testing the capacity of candidates for jobs of various kinds. This will naturally require decentralization of instruction and a shift more and more to scientific and technological subjects and at the same time those who are keen and fitted by their aptitude to advancement of learning should be given greater and greater facilities in the universities to grow to their full stature.

It is not an easy question which can be answered offhand and I know that all thinkers are trying to think out a solution to the problem. I have ventured to draw attention to this because I feel that the problem of educated unemployment is fast approaching the saturation point which it need not do, if only we do this screening at a suitable stage and divert those aiming at jobs in one direction and those with a genuine interest in learning and research in the direction of universities.

I would like to conclude on a note of optimism and express the fervent hope that the active forces which this University set in motion during a comparatively dark period of our life, will continue to be generated in a still larger measure for the fulfilment of the noble destiny of independent India.

On this happy occasion of the Centenary of the Calcutta University, which has given us an opportunity of meeting together and reviewing the stages through which the Calcutta University and higher education in India in general have passed, I would like, as an old student of this University, to offer my greetings to all those connected with it in any way. Let me end this address with the hope that the Calcutta University would make still greater contribution to the advancement of learning and the building up of the India of our dreams.

Inter-University Board Meeting—21st January

On 21st January the Inter-University Board of India held its thirty-second annual meeting at Calcutta under the auspices of the

University. The meeting was held at 35, Ballygunge Circular Road according to the following programme:

(1) Adress of welcome by the Vice Chancellor, N. K. Sidhanta
(2) Inaugural address by the Chancellor, Sm. Padmaja Naidu
(3) Address by the President of the Inter-University Board, Sm. Hansa Mehta
(4) Vote of thanks
(5) General meeting of the Board.

Symposium, and Inter-University Debate, 22nd January

A symposium on 'Future of University Education in India', was held in the morning of 22nd January, at 35 Ballygunge Circular Road. Dr. J. C. Ghosh, Member of the Planning Commission and a former Vice-Chancellor of the University, presided. Dr. Ghosh opened the discussion presenting the problems of University Education in India of the present day in the prospective of the future, in a thought-provoking way. Then followed Humayun Kabir, formerly Secretary to the Ministry of Education, Government of India, and a distinguished alumnus of the University. Then spoke G. C. Chatterjee, Vice-Chancellor of the University of Rajputana, Dr. A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the University of Madras and formerly Chairman, Secondary Education Commission, Dr. Radhakamal Mukherjee, also a distinguished alumnus of the University and then Vice-Chancellor of the University of Lucknow, Dr. C. D. Deshmukh, Chairman, University Grants Commission and Dr. G. S. Mahajani, Vice-Chancellor of the University of Delhi. The Vice-Chancellor, N. K. Sidhanta, winding up the discussion, conveyed the thanks of the University to all those who participated in the symposium in the following terms:—

'The Centenary of a University is a solemn occasion which is to be primarily used for thanksgiving, for gratitude to the Supreme Powers for all that could be achieved during these hundred years. It is at the same time a retrospect as well as a prospect: on the one hand it is an occasion for looking backwards, surveying not only the scenes of success but also the failures which are always in the nature of warnings. We cannot rest, however, merely by a survey of the past; we must at the same time attempt to have glimpses of the future even though it might be enveloped in a haze or in complete darkness. We have attempted our retrospect in a volume which has just been published, surveying hundred years of the activities of the

University. The other task we have tried to accomplish within the short period of three hours which is certainly not sufficient to flood-light the future; but we may have gained the view offered by a steady, if somewhat faint light. That we have been able to do this, is due to the kindness of those who have participated in the Symposium and on behalf of the University I convey our thanks to all of them'.

SYMPOSIUM

Future of University Education in India

Speeches delivered at the Symposium are set out below:—

DR. J. C. GHOSH—

I thank you for inviting me to participate in the symposium on the future of University education in India.

There are intellectuals in Bengal who think that a University has justified itself, if its roll of graduates includes men like Bankim Chandra Chatterjee, Vivekananda, Ashutosh Mookerjee, Subhas Chandra Bose, Meghnad Saha—if it has produced leaders and able workers who have contributed to the progress of the people by bringing about significant changes in their social outlook, by participation in their struggle for better ways of life, and by exploration in the frontiers of the unknown.

There are others who think that a University is in reality an association of scholars, where the transforming power of friendship will have its full play in shaping the minds of young men—friendship between teachers and students, between students among themselves—a friendship among earnest minds seeking joy in excellence of conduct, in achievement and in discovery rather than in good living. When Sir Ashutosh Mookherjee started the University College of Arts and Science in Calcutta, he had the vision of such association of scholars to guide him in his stupendous task.

There are still others and they form a large majority, who would wish the Universities to recognise that we are entering upon the age of the common man and also the age of technology; that our goal is a socialist welfare State based on democracy; that Universities cannot in future depend for their growth on the richer sections of

the community, who may consider gift to education as the highest of all gifts ; that religious inspiration may rarely constitute the basis of educational enterprises in a secular State ; that State support rather than private effort will more and more provide the means for educational expansion. Hence they argue that the system of higher education will have to be changed to subserve the aims of the new society.

Indian genius has been justly famous in the past for synthesis of different cultures. It is now called upon to evolve a synthesis of all these University ideals.

There are some influential leaders who often condemn the Universities in unmeasured language. For example, Shri Jayprakash Narayan in a recent publication has lamented that our students in India are given stale fare by the dying Universities. Such accusations should cause deep searchings in our hearts.

There are defects which are not in the power of the University authorities alone to remove. They are mostly due to the crippling effect of very inadequate finance. I doubt if with such limited resources, things could be done much better.

Delay, however, in removing defects when it is in our own power to do so, creates grievances which are nursed by the public to our disadvantage. In times of revolution, Universities cannot afford to remain static. The less we are guided by ancient rules and regulations, and antiquated syllabi, and the more by our judgment as enlightened by happenings in the modern world, the better are our chances of giving satisfaction to a discerning public. A University starts decaying when fossilised minds gain control of the education which it imparts. I hope this danger will be averted.

I wish to draw your pointed attention to the colossal waste of time and money inherent in a system dominated more by external examinations than by good teaching. More than 50 per cent of our students fail at each of these examinations. It is estimated that out of ten lakhs who are appearing at the Matriculation Examination this year, five lakhs will fail and four lakhs will appear at the Intermediate Examination two years hence ; two lakhs will again fail there and possibly one lakh will finally come out successful at the degree levels. If anything has pained me more than others in University administration, it is this callousness with which such failures are viewed by men in authority there. The frustration, the financial loss, the anti-social attitude which such failures create, are

taken as a matter of course—such is the benumbing influence of an evil system which an alien government foisted on us a century ago, and which has now degenerated into a mechanical contrivance for testing short-lived memory.

When the number of young men so affected were a few thousands belonging to comparatively well-to-do classes, the problem might have escaped attention. But today the wastage is not to be estimated in terms of thousands but hundreds of thousands, and the solution of the problem brooks no delay. In any case, tolerance of the evil goes ill with planning for conservation and utilisation of human resources.

This problem of wastage is closely linked with the problem of educated unemployed. It has been estimated that we have in India today 550,000 post-matriculates who have not been able to secure a University degree, and who are mostly unemployed. For the relief of such unemployed persons, the second plan has made a provision of ten crores of rupees; and some pilot experiments are being started to find out if re-training in a production job coupled with loan of equipment which will produce marketable goods would be attractive to such frustrated youth. There is no figure more pathetic than that of a young man of very average intelligence who has roamed about in the fields of higher education for some years, but has not been trained for a job, or has been trained for a job which does not exist.

The Russian system of education has been primarily designed to avoid this wastage at the *higher levels* of education. Elementary education is uniform and compulsory for a seven-year period. At the end of this period which generally corresponds to 13+ or even a year before, students who are not academically strong are encouraged to join semi-professional schools for training as operators in a factory or a farm, an office or a shop. If a boy matures late, and does very well in such schools, he can have advanced training in higher schools of professional training, or in exceptional cases, the door of a University may be opened to him. Not more than 25 per cent of the boys who start at class I get into the 8th class of a secondary school. In the top three classes, every one studies the same subjects. Physics, Chemistry and Mathematics take up 40 per cent of the curriculum. Russian language and literature, a foreign language, history and geography are also compulsory; and every one at the end of the course takes in all these subjects an examina-

tion equivalent to our higher secondary examination. Those who are unable to cope with this heavy load of work may get transferred as and when desired to the semi-professional schools. Such rigid selection at school levels, generally ends in 50 out of original 1,000 entrants in class I securing the coveted prize and honour of admission to a University. Severe screening is justified on the ground that adaptability to new situations is much greater at adolescence than at later life. Competent American educationists have observed that the pace of school work in Russia is far more rigorous than any encountered in the United States.

Scientific education for every one at the secondary level means, of course, that the Russians aim at producing the maximum number of scientists for a technological society. In 1953, they produced 18,000 graduates in pure science and 60,000 graduates in applied sciences and they have announced that their target for 1960 is 50 per cent increase in each grade. The teaching profession has been made so attractive that about 20 per cent of the top-ranking men in all academic fields become teachers in various institutions or research workers. The number of qualified scientist teachers in Russia today is 250,000 as against 20,000 in Great Britain.

Russian efforts at higher education have been geared to a planned economy with maximum emphasis on heavy industries. It may interest you to learn how the pattern of distribution of Soviet graduates in various professions has emerged as a result of 25 years of such planning.

	Engineers	Agricultural professionals	Science graduates	Socio-economic professionals	Educational professionals (other than Science teachers)	Health professionals
Approximate total number of graduates in the period 1928-54 .	682,000	244,000	350,000	147,000	650,000	375,000

In a way, the soul of the Russian people and their ambitions have mirrored themselves in their University education.

It is time that we consider how the Indian Universities should adapt themselves to the new situations which will be created by successive five-year plans of the Government.

Indian Universities should always be free to exercise their inherent right to maintain standards of teaching and examination which are comparable with the standards of a progressive world;

and also to admit only students of such inherent ability as will, with reasonable care and tuition, attain such standards in a limited period of time. Here they should not hesitate to ignore ill-informed public opinion or even pressure of political leaders who are interested in securing cheap popularity. A democracy only retards its progress if it is afraid of quality. We hope the University Grants Commission will be a bulwark of strength in their struggle for maintenance of proper standards which alone can ensure a life of high endeavour within their precincts. A life of such endeavour becomes automatically a disciplined life.

Once a student has been admitted to a college, the blame for any failure, later on, I would put more on the shoulders of the college authorities than on the student himself. Of course, the colleges will have to be furnished with resources which will enable them to shoulder such responsibilities. Their lecture halls and reading rooms should not be overcrowded. Their libraries and laboratories should not be too small and too ill-equipped. Their teachers should not be too few to act as a friend and a guide to each student, not too ill-paid to be able to devote their entire attention to their work, and not too small in stature to attract the affection of the pupils and the respect of the society. The residential accommodation should be adequate for all those who can afford to come into residence. For others, who are less fortunate, the college itself should be a home for the whole day, say, from 8 in the morning to 8 in the evening.

When a college has established its reputation as a home of able scholars and a centre of good teaching, it should be freed from the shackles of an external examination imposed on it by the University, of which it forms a part. The assessment of work done by a student continuously throughout his period of studies by the teachers, with the help of an external referee, should form the basis for the award of a degree.

In these days when Governments and people have become plan-conscious, preparation of a comprehensive plan which will enable each college in the country to attain its high aim, and will enable the Universities to abolish the mechanical system of external examination, in the course of the next ten years, is worth serious consideration. In a poor country on the threshold of development, such planners will have to continuously ask themselves the question—'How much can we achieve with how little?' A realistic plan born

of such attitude of mind is sure to evoke public support in due course.

A City University of Calcutta may, for example, in due course be partly financed by surcharge on rate-payers and income-tax assessees resident in the city. A professional tax on those who have enjoyed the blessings of higher education, to be spent for those who would come after them, may not again in due course be considered inequitable.

Government support is already forthcoming in the field of technical education. The Engineering Personnel Committee of the Planning Commission have estimated that in order to fulfil the programme of development in industries, transport, communications, power, irrigation and civil construction, as outlined in the Second Plan, an annual output of 6,500 engineers and technological graduates is required in 1961. The corresponding number of diploma-holders is of the order of 13,500. Central Government are anxious that immediate steps be taken which will enable us to attain these targets. Finance may be less difficult to secure than equipment and building materials; deserving and aspiring students may be available in adequate numbers, but the most serious bottleneck would be the lack of competent teachers for training them. Here is a problem which requires very careful consideration.

It is probable that the State patronage which is now available in an adequate measure for technical education may soon be extended to the field of scientific education. I have heard many Indian leaders repeat with approval the recent observation of the British Prime Minister, when he announced in Parliament his Government's intention to spend £100 million in five years for laboratory buildings and equipment: "The prizes will not go to countries with the largest population. Those with the best system of education will win. Science and technical skill give a dozen men the power to do as much as thousands did fifty years ago. Our scientists are doing brilliant work, but we shall need many more scientists and engineers". Perhaps they also take their cue from our own Prime Minister who is convinced that life in India will benefit, the more it is governed by science, and who never hesitates to proclaim that conviction.

As years pass and we gain more experience of planning, it may not be difficult to estimate the annual output of University graduates in other fields of intellectual activity, required to ensure balanced

progress in all fronts of national effort. For example, in Russia, for seven engineers, they require seven teachers of language and humanities and 1.5 socio-economic experts. Teachers are in fact social engineers who are responsible for the irrigation of the intellect and growing better men. In a democracy believing in mixed economy, the percentage of educated men trained in humanities and socio-economic subjects will have to be very much larger. We can, however, make a rough guess, on this basis, of the employment opportunities which the future can hold out for such trained manpower in our country.

A University which sends out to the world men who believe in creative work and hate to be parasites, who would dare and pioneer, need not, however, be guided by such considerations. Their alumni will themselves create opportunities for self-employment, independent of any plan which a Government may have for the economic uplift of the country.

Big Universities are not generally great Universities. Chances are that they may become soul-less machines. I believe in small Universities dispersed all over the country provided they have the simplest apparatus of administration ; provided they believe that the real University work is done not in the office room of the Vice-Chancellor, Treasurer or Registrar, but where the teacher faces the students in a class, a seminar, a laboratory or a library, or takes part in extra-academic activities which develop the corporate life of the community. Such Universities may send their roots deep into the hearts of the people whom they serve and may draw a part of their sustenance through those roots.

The responsibility of a University for "advancement of learning" is no less important than the proper training of its students. This problem is less difficult of solution. It is fortunate that the Indian Constitution has laid the responsibility for discharging this function definitely on the shoulders of the Central Government. As a result, I find that in the second five-year plan, there is a provision of more than 50 crores of rupees for supporting research in science, technology, medicine, agriculture and humanities. If only young men with the highest mental calibre are attracted to the field of research, will such financial support prove fruitful. In the progressive parts of the world, research as a career is now no less attractive than other vocations. I hope it may be true of India also, in near future.

HUMAYUN KABIR—

We have just listened to a brilliant paper on university education in India from Dr. J. C. Ghosh. I largely agree with many of his views and will try not to repeat what he has said so effectively, but would like to indicate one area where I differ from him. He wants university education to be planned strictly according to the social and economic needs of the nation. While I agree that university education must contribute to all aspects of national progress, I believe that university education cannot and ought not to be, merely a part of a national plan for industrial and economic advancement. The pursuit of truth for its own sake must be an important component of the ideal of a university. It may sound paradoxical but it is nevertheless true that such disinterested devotion to knowledge has brought more benefit to man than the quest of immediate utilities. But before dealing with this question, I would like to remove some current prejudices about our universities.

A criticism one frequently hears is that our university education is too abstract and academic. It is also said that its only purpose is to train people for subordinate posts in government. The same critic often repeats these charges without realising that the two criticisms largely cancel one another. If university education is abstract and academic, it follows that its object cannot be to turn out subordinate staff. A clerk in an office needs training in office manuals, in precis writing and noting and in simple accounts. The study of philosophy or higher mathematics is hardly needed for such purposes.

We must moreover remember that what distinguishes man from all other creatures is his power to go beyond the particular and frame theories which have universal application. Abstraction and generalisation are the basis of the transcendence of the particular and the immediate. In my book, *Education in New India*,* I have tried to indicate why higher education must from the nature of the case be abstract and academic. This is the characteristic of higher education in all centres of the world and India cannot deviate without grave risk. Universal laws must however be continually checked by reference to particular instances, and one may quite properly ask if Indian universities always bear this in mind. This would,

* *Education in New India* by Humayun Kabir. (Allen & Unwin, London; Harper, New York).

however, be a criticism of certain practices but not of the principle underlying university education in India. One may add that there has been increasing recognition in recent years that university education in India, while retaining its abstract and academic character, must provide greater opportunity of reference to concrete situations. In this way, theory will be enriched by application to practice and practice will be illuminated in the light of general principles.

Again, it is sometimes said that there are too many students in Indian universities. This charge also does not appear to be justified. The number of university students in India is not yet one million and for a population approaching the four million mark, this figure cannot be regarded as too high. It must, however, be admitted that many of those now studying in colleges and universities have neither interest in nor competence for such higher studies. It would thus be nearer the truth to say that there are at present too many indifferent students in our universities.

If we remember the size of our population and the growing demand for different types of highly skilled and competent persons in various spheres of life, there can be no question of adopting measures to discourage students from going for higher education. The problem may, however, arise when elementary education becomes universal and secondary education is more wide spread than it is today. At present, with an elementary school population of some twentyfive million and a secondary school enrolment of about six million, almost a million young men and women are in universities and colleges. When elementary education becomes compulsory, the enrolment will rise to fifty millions. Its impact is bound to be felt at the secondary stage. The number of secondary school pupils has already increased from three to six million in the last ten years and it is bound to increase two or threefold again during the next ten years. It will then be necessary to devise measures to ensure that the universities are not flooded by too many students of indifferent quality.

University education must from the nature of the case be selective. No country in the world has yet been able to provide universal higher education. Even in a country so rich and education-conscious as the U.S.A., hardly 25% of eligible young men and women pursue higher studies. The percentage is much lower in all other countries. We also must plan on the assumption that in India, only a fraction of those who finish high school will be able

to go to universities. It will be necessary to select and the selection will have to be rigorous if we are to ensure that only the most eligible qualify.

The majority will thus be denied the opportunity of higher education and will have to be content with the education provided at the secondary stage. In a democracy, this can be done only if alternative opportunities are offered to those who are not able to continue their studies . We have to recognise that many students come to the university today only because they do not know what else to do. Others are there because their families expect them to receive higher education on account of the prestige attached to it. The regulation of numbers in the university therefore demands on the one hand provision of alternative avenues to a larger number of young men and women and on the other, a change in the social attitude to different professions.

One way of dealing with the problem is to introduce diversified courses at the secondary stage. A majority of adolescents should find that secondary education provides them with the necessary knowledge and training for taking up a profession. This also requires that the standard of attainment at the secondary stage should be considerably raised. At present, a majority of Indian pupils finish their school education at the age of fourteen or fifteen. Obviously, boys and girls of this age cannot be expected to attain a sufficiently high standard and undertake the responsibilities of life. It is therefore necessary to increase the duration of secondary education and raise its standard. In most countries of the world, secondary education continues till a pupil is eighteen or nineteen. Even if we make an allowance for the fact that in India the expectation of life is less, nobody should be allowed to enter a university before he or she is at least seventeen.

Steps must also be taken to increase the social status of and respect for trades and callings which require physical labour or manual skill. In India, there has been a bias for what may be called the white collar professions. It is good that learning should be honoured and the educated man, even if he is poor, held in esteem. It is not good that the farmer and the tradesman should not receive his proper respect. The caste system of India tended to create an antipathy to all forms of manual labour. The class system of the British gave further strength to that tendency. Universities in India have not done as much as they ought to and could

have done in instilling a sense of the dignity of labour among the intellectual classes. There must be increasing recognition that all professions are equally honourable. We must break the close connection that has been built between certain professions and higher education.

Increasing the duration and raising the standard of secondary education are two aspects of the most necessary step for any improvement of university education. One of the major reasons for the low standard at the Indian university today is the inadequate preparation at the secondary stage. If secondary education is reformed and made into a complete stage of education, many of the pupils can take up a profession at its end. The Government can also help by doing away with the existing insistence for a university degree for most types of employment. A committee which has recently examined this question has recommended that for almost 90% of government jobs, a school leaving certificate should suffice. If this recommendation is accepted, there is reason to hope that the present rush for university education will be appreciably reduced.

Raising of the standard of secondary education and offering its pupils greater opportunities of employment would help to raise the standard in universities. Simultaneously, measures must be taken to ensure that no able student is denied the opportunity of higher study only on financial grounds. Restriction of admission to the university can be justified only if it is provided that no able student is denied the necessary facilities. When an able student is denied the opportunity of higher education, it must be regarded as a national loss, for it deprives the nation of the greater service that such an individual could offer. It is a paradox that not more than 25% of the university students receive financial help in a poor country like India while the percentage of students receiving such aid is much higher in richer countries. In the United Kingdom, over 70% of all students in universities are in receipt of public assistance. In Oxford, over 80% of the students are fully supported or materially assisted by public funds. U.S.A. and U.S.S.R. have also generous provision for poor but meritorious students. In India, only a small fraction of students receive such help and even for them, the assistance received is very often inadequate.

All measures mentioned above will help, but no radical or permanent improvement is possible unless universities can recruit and retain teachers of the highest intellectual and moral quality.

Today, many teachers do not measure up to this standard. When university education served only a handful of students, the number of teachers was small and many of them were men and women dedicated to the cause of learning. With a great increase in the number of universities, we can no longer depend on the missionary spirit alone to attract to and retain in the profession a sufficient number of able and devoted young men and women. This can be done only if the status and conditions of service of teachers are considerably improved. Weak teachers of today produce weaker pupils, and among them again, only the weakest come to the profession. There is thus a real danger of progressive deterioration in the quality of both the teachers and the taught till it leads to a serious national crisis. How can there be any improvement in educational practice or standards unless this situation is changed? Many who come to the profession in a spirit of idealism are compelled to leave it after some years when they find that it does not provide them with the bare necessities of life. Those who remain are often full of frustration and bitterness. It is a national disservice to create conditions in which the younger generations are placed in charge of bitter and frustrated teachers. If a sufficient proportion of the ablest men and women of each generation are not attracted to the teaching profession, the community will one day have to pay bitterly for this lapse.

When the measures mentioned above are implemented, most of the obstacles for improving higher education will disappear. With larger opportunities of diversified education at the secondary stage, only students with the necessary interest and aptitude will come to study in the universities. The enlargement of the scope of employment for secondary school leavers will also help. If in addition, public assistance is assured to all meritorious young men and women who need such help, there is bound to be a considerable improvement in our university standards.

One last word before I conclude. The university must have the freedom to pursue knowledge regardless of consequences. This it can do only if it is free from interference by external bodies. The achievement of Indian independence has led to a greater demand for academic freedom but along with this, there is the demand that universities must reflect national ideals and aspirations. That the two demands need not always fully coincide is a contingency that has been almost universally overlooked. The Constitution of

India lays down that there will be complete liberty of thought, expression, belief, faith and worship. It has been rightly understood that the freedom of the university is an essential condition for the achievement of these other freedoms.

Parliament has on several occasions declared that the freedom of the universities must be maintained and indeed enlarged. There have even been demands that the Government should not exercise any supervision over the universities. Paradoxically, Parliament and State Assemblies at the same time demand that Government should ensure that universities reflect national ideals and aspirations. In general terms, this presents no difficulty, but since ideals and aspirations at any point of time are specific and particular, such a demand may lead to an interference with the freedom of the universities. The different interpretations of such ideals and aspirations by different political parties and governments make the position still more difficult. The intervention of the government also becomes unavoidable when legislatures demand that the government should answer for the proper and expeditious expenditure of monies granted to universities from public funds.

This paradoxical attitude towards universities has in some cases led to a curtailment of the autonomy of universities. Since the legislatures hold governments responsible for the use of public funds by universities, they in their turn are compelled to ask from universities detailed accounts and in some cases justification for the way in which universities have utilised funds. This can easily lead to abuses, and there have been occasions when universities have complained of undue interference with even academic matters. In some States, legislation has placed the power of important university appointments in the hands of the Chancellor. Since the Chancellor is a constitutional governor who can act only on the advice of the Ministers, this in effect means that the State Government will be the real appointing authority. Even if the State Governments do not abuse their power, the mere possibility of abuse constitutes a threat to the academic freedom of the universities.

Everyone claims to stand for university autonomy and yet there are efforts at curtailing the powers and functions of the universities. Leaders of all political parties proclaim that outside influences should not be allowed to disturb academic life. The national leaders may try to enforce this but their followers often accept their advice with large mental reservations. In many cases, such declarations

merely mean that all other parties should keep away. The result is that the universities only too often reflect the divisions of the political parties. Nor are the politicians alone to blame. Teachers and students of universities import politics in the academic atmosphere. The reasons for this are many. The desire to get on in life is as often a cause as passionate belief in a particular political faith. An impression—unfortunate but widespread—that advancement even in the academic world depends not on the quality of scholarship and devotion to learning but on the support of the authorities, is also responsible for diverting the energy and attention of students and teachers from academic pursuits to political squabbles.

There is increasing recognition all over the world that knowledge can flourish only in an atmosphere of complete intellectual freedom. Neither social nor physical sciences can progress unless even cherished beliefs are open to scrutiny. It would not perhaps be unfair to think that the recent trends towards liberalisation in some of the totalitarian countries is a direct result of increase in the number of men and women trained in the free atmosphere of universities.

The demand for academic freedom does not, however, mean that universities should remain aloof from the life of the community. They cannot, even if they wish to. Beliefs which are passionately held are bound to influence university men and women but the university would fail in its duty if it does not train them to treat all beliefs objectively and with intellectual detachment. Problems which confront the country must also affect the university. It is a function of the university to find out the implications of each issue and perhaps even suggest methods of dealing with them, but in a spirit of objectivity and academic detachment.

It is only after these conditions are satisfied that the university can discharge its real functions. These are twofold. On the one hand, the university must transmit to succeeding generations the accumulated knowledge of the past. On the other, it must work for the expansion of the frontiers of human experience and knowledge. Once these ideals of the university are recognised, it becomes clear that while it must be aware of the problems of society and the age, it should not be concerned only with the immediate present. Higher education, as we have argued earlier, must, from the nature of the case, be abstract and theoretical. What distinguishes man from all other animals is his power to generalise. This power is seen at its highest in the pursuit of abstract truth. A university must there-

fore regard itself primarily as a temple of learning where truth is sought regardless of its application to the affairs of everyday life.

This position may easily be misunderstood. It is therefore necessary to reiterate that it is obvious that a university has social functions to fulfil. The discharge of its twofold duties demands that there should be the closest touch with the problems and needs of society. Planning and organisation have an important role to play in determining such social functions and in allocating resources between different fields of study. A university would however stultify itself unless there is an area of freedom and spontaneity where such restrictions cannot apply. Any attempt to gear higher education entirely to social requirements would in the end defeat its purpose. Tagore has very rightly pointed out that a short-sighted timber merchant may wish to do away with the flower and the foliage of the trees, but should he succeed, he will very soon find that he has lost his occupation, for there will be no timber left. No society can ever foresee clearly all future developments. In fact, some of the most far reaching applications of science to industry and technology have been possible only because there were scholars who pursued truth without regard to any practical considerations. If Indian universities remain, as I have every confidence they will, true to these ideals, there need be no fear for their future.

G. C. CHATTERJI (*Vice-Chancellor, University of Rajputana*)—

When your Vice-Chancellor asked me to take part in this Symposium, the event seemed so far away that I thought it was easier to say "yes", rather than "no". This was for various reasons: First, having known your Vice-Chancellor for a pretty long time, I was aware that he was a persistent man and in the end would always have his way. Secondly, I thought that in the excess of inaugural ceremonies, feasts and Convocations, a mere Symposium on the Future of University Education, in which a few elderly educationists were going to take part, was sure to be crowded out of the programme. But in this I counted without my host, for he has seen to it, that whatever other obligations his guests may escape, those who had undertaken to speak at this Symposium, will not be allowed to escape.

I, therefore, stand before you somewhat bewildered and reluctant. This is not due to the fact that I have given no thought to

the future of University education. For the last thirty-five years or more, I have not only thought about it, but have been actively shaping it in the small sphere in which I was placed. My reluctance and bewilderment are due to the fact that in my opinion since the attainment of independence, whatever our achievements in other directions may be, in the field of education and specially that of University education we have attained hardly any thing at all, and in fact have got involved in a bog of controversies and confusions.

I will be told that I seem to be strangely ignorant of the innumerable commissions, committees, and sub-committees, which the Central and State Governments have appointed to overhaul our entire system of education. That conference after conference has been held to thrash out the recommendations of these bodies and evolve a truly national system of education. That with the beginning of the Second Five Year Plan something like an agreed scheme of reorganisation has emerged, and is in process of implementation by various States with varying targets.

All this is true up to a certain point. But perhaps much of our confusion of thought and conflict of opinions is due to the very facts I have mentioned. Take a simple instance, the mere order of appointment of our various Commissions. First we appointed the Radhakrishnan Commission to appraise and overhaul the state of University education. Years later we appointed the Mudaliar Commission to report on Secondary Education. Perhaps we shall now appoint a Commission to report on the Primary or Elementary, or shall I call it the Compulsory and Universal stage, on which foundation the whole of our superstructure of education is to be built. In my opinion, such a Commission is long over-due.

I know that what I am saying will greatly annoy many of my esteemed friends. They will tell me that I am a reactionary of the "die-hard" type. They will dismiss me as having reached my dotage. An old Rip Van Winkle who does not know that even before the advent of freedom the nation had decided that they would adopt the Basic System of Education as the foundation on which the rest of the superstructure of education was to be erected. I beg to differ. I happened to have been Education Secretary and Director of Public Instruction in the Punjab in the pre-partition days. We certainly did not accept the Basic Pattern as the universal type to which all our Primary Schools should conform. We

were prepared to experiment with a few, but not commit ourselves to any uniform design. Many other States, and I think W. Bengal, also held the same opinion.

Let me tell you that the pre-divided Punjab was not educationally backward. That our literacy figures were higher than those of most other Indian States, except Travancore and Madras. That in every *tahsil* we had a Government Model School, with an Agricultural Farm, with certain craft subjects, with Radio sets. These schools served as potential Community Centres, to which the village folk came for instruction or amusement. If there were village *panchayats* they met there. The people felt the place belonged to them, and they were proud of it.

Even after partition when we went through a terrible upheaval, these schools, and in fact all other uprooted educational institutions were rehabilitated in some form or other. The best we could do in those conditions was to gear our Model Schools to the Basic Scheme. I personally inspected a good few of them. What did I find? I found that from being Model Schools of the type we wanted to set the standard for others, they had become "Cheating Schools". Finding the Basic method too difficult and unworkable for teaching most subjects, they continued to use the old traditional methods. The crafts side remained divorced from the rest. The material sent to them was mostly wasted, but finished goods were obtained on loan from the nearest *khadi bhandar* and proudly shown to the distinguished visitors.

That such is the state of things in a large number of so called Basic Schools even today is well known to most honest observers. But all this is glossed over by sycophants, who wish to pay lip homage to a dogma associated with the name of the Mahatma, and for the promotion of which the Central Ministry of Education is prepared to pour out the funds.

To gear the whole scheme of Primary education to a particular dogma, and specially to a dogma which has not been scientifically tested, is in my opinion disastrous, not only for the elementary and universal stage of education, but for all the rest of the superstructure which is to be erected on it.

Let us turn briefly to Secondary and Higher Secondary education. We all agree that standards in the so-called academic subjects are coming down very fast. We also agree that Secondary education was too narrowly conceived and led to only one way traffic, *i.e.*, to

the universities. But how do we propose to improve things? By lengthening the secondary course by one year, by introducing multi-purpose courses, and by upgrading the eleven year course so that the product of these schools when they come to the universities, will be of the level of our Intermediates.

In a conference held in Delhi three years ago, I was told that all this could be done within the Second Plan Period. I believe that this was too optimistic an estimate, and even the strongest advocates of this view are now withdrawing from it.

I venture to express the opinion, that all these are unrealistic plans and if forced through will end in a farce very like the one in which Basic education has ended.

I must apologise for the length of my introduction and also for the very outspoken opinions to which I have given expression. But University education cannot be reformed *in vacua*. You must first put your Primary and Secondary education right, before you can expect any drastic improvement in University education.

Let me turn to University education. There are three main currents of opinion in this field. There are the damners, the drifters, and the utopians. There is also a minority group which I shall call the realists.

The classification I have given you is logically imperfect, for the first three majority groups are not mutually exclusive. Many damners are also drifters and a good few are utopians. But imperfect as my classification is, it will serve its purpose.

The damners are many and some of them are very highly placed. Strangely enough many of them are themselves the products of the very system which they damn. The reasons which they give for damning University education in India are many and often conflicting. Some damn it because it is a relic of foreign rule in India. Others damn it, because it produces a split personality, which is not in accord with our ancient ideals, nor completely adjusted with the modern mechanised and soul-less society. Still others hold the view that the universities turn out hordes of unemployed and unemployable youths, who become a danger to the stability of our social order.

As the reasons of their condemnation vary, so also are the remedies which they propose. Some propose that we should go back to the Vedic age, and universities should consist of a grove of banyan trees and a few *Rishis* exhorting a band of *chelas*. Others suggest that we must quickly adapt ourselves to a socialistic pattern,—that

examinations should be abolished, that Students' Unions should prescribe the courses and confer diplomas. Still others hold the view that universities should convert themselves into technical institutes and turn out foremen, artisans, and village level workers of all types.

I have listened with great interest to the very fine address, which our President, Dr. J. C. Ghosh has just delivered. He is a scientist of international fame. But he is also a humanist with a broad vision. He is also a member of the Planning Commission. He desires to plan University education so that this most precious material which we have in the youth of the nation should not go waste. He admires the Russian plan up to a point. But at this stage the scientist gives way to the humanist. He does not want that type of mechanised planning in education which will ignore the individual and merely lick him into shape to fill so many jobs which industrial planning requires. But at this crucial point Dr. Ghosh hesitates and does not tell us what exactly we are to do.

I agree with Prof. Kabir when he argued that while we must have a broad national plan for education, this must be an elastic plan, and must leave room for individual growth and development. But I must confess that there was little else in his speech with which I can agree. The schemes for Basic, post-Basic, Higher Secondary and Multi-purpose schools, for which in the last resort, responsibility rested on him as Secretary of the Central Ministry of Education, have been conceived in a very inelastic manner. Where University education is concerned, I believe that he has one foot amongst the damners and one amongst the utopians.

He was a member of the Committee appointed by the Government of India, to make recommendations with regard to recruitment to civil posts. He has just now told us that one of the major recommendations of this Committee is that University degrees should no longer be required for many of the posts for which they are now prescribed as a necessary qualification. I am given to understand that there are two reports, a Majority Report and a Minority Report. The Majority Report while dispensing with degrees for ministerial and other subordinate posts, wishes to retain them for All-India and Central Services (Class I) and also for the State Services which one may call of Gazetted rank. But the Minority recommendations are far more drastic. They would do away with degrees even for the highest services in the country. This in my opinion amounts to damning the universities good and proper.

I have a suspicion that the Minority Report is really the report of eminent educationists who were members of the Committee, and who are themselves the most brilliant products of our universities. How is it that they have joined the ranks of those who are damning the universities?

They tell us that it is in the best interest of the universities themselves. The universities are now flooded with all types of young persons, the majority of whom are totally unfit for such education. That this overcrowding is solely due to the requirement of degrees for Government service. Once we dispense with this condition, overcrowding in universities will vanish, standards will go up like magic, and the universities will become what they are intended to be, homes of pure learning.

All this is moon-shine. The disease of overcrowding in colleges and universities is too patent to be denied but the cause suggested is altogether inadequate and the remedy proposed is worse than the disease. It will not check the rush to the universities, it will lead to a multiplication of cramming shops, already alarmingly numerous, and it will not bring to the services any better material than they get now.

I understand that one of the recommendations is that the age of entry to public services should be reduced to 17+. That some scheme of pre-service training be arranged by Government for probationers similar to the Joint Services Wing of the Army. If this is correct, the scheme is not only utopian, but utterly wasteful not only economically but also from the point of view of human material.

But enough of the damners. Let us turn to the drifters. They agree that universities are in a bad way, but nothing can be done to improve things. Let them go to rot as they must, and in fact let us hasten on the process in every way we can. The drifters are a much greater danger to the future of the universities than even the damners, for in this case the enemy is within our own gates. It consists of a lot of dissatisfied and dejected teachers, and an indisciplined mass of frustrated youth. I have every sympathy with both groups. But the policy they are following is suicidal. It is true that the majority in these groups are hardly conscious of what they are doing. They are like a hypnotised crowd which is captured by mass suggestion. But I believe there are a few saboteurs who are quite aware of what they are after. These are the organisers of demonstrations and strikes, making constant demands that examina-

tions be postponed, that question papers made easier, that class distinctions be abolished, and the pass percentage be raised to 100%. The pity of it all is that though the heart of the majority is sound, they suffer from mental and moral inertia, and have not the guts to resist the pressure exercised by this vociferous minority.

I will not say any thing more about the utopians, as they have been dealt with along with the damners. We are now left with the minority group whom I called the realists, to which group I happen to belong. The term realist is unfortunate. It seems to imply that a realist is a stick in the mind, a materialist content with things as they are. This of course is quite wrong. You can be a realist as well as an idealist if that term is used in the sense of making things better so far as it is humanly possible. But a realist wants to face facts as they are. To establish these on the basis of observation, analyse them, and find, if he can, some general laws which govern them. Having done this, he then devises ways and means to improve them. But he realises that he cannot work miracles, that very often you have to begin in a small way and wait patiently for results. Above all in a field of human endeavour such as education, it is joint and co-operative effort which alone can succeed. Nothing can be done by mere legislation or by orders issued by Central and State Governments, or by University authorities. Eventually it is on the human element on which success or failure will depend. In this human element the most important factor is the student community itself. Unless they are prepared to put their whole hearted effort to restore the academic spirit in our universities, to work earnestly at their studies, to take genuine interest in organised games and cultural acitivites, and to welcome the upgrading of standards and the toning up of discipline, nothing tangible can be attained. The future of the universities depend on them, and it is a challenge which they must accept, or else face disaster. It is for this reason that I plead with them to extricate themselves from the rabble of the drifters and join the ranks of the realists. Thus reinforced the feeble ranks of those who are now working for genuine reform will become a conquering army in whose hands not only the future of the universities, but also the future of India will be safe.

DR. A. L. MUDALIAR (*Vice-Chancellor, Madras University*)—

Dr. A. L. Mudaliar spoke on some of the issues raised by Profs. Kabir and Chatterjee. He brought his wealth of academic

experience to bear on the problems of University education and indicated the lines along which our future development should be directed.

DR. RADHAKAMAL MUKHERJEE (*Vice-Chancellor, University of Lucknow*)—

Mine will be a social science approach to the problem of the Future of University Education in the country. It is a paradox that education which is intended to train the young generation for the tasks of society of tomorrow is too often warped and deflected in its aims by educational authorities. Nowhere is this truer than in India. The universities of India are today nurturing and developing anachronistic values that are not fitting the young generation for its future tasks and responsibilities.

There are three major directions in which the reorientation of courses and studies is essential in order that the universities can play their proper role in subserving the aims of the new social and economic order that India seeks to build up.

The various Faculties of Arts, Science, Medicine and Engineering are today all segregated from one another with no corridors of mutual contact and interpenetration. There should, no doubt, be adequate scope for intensive study and specialisation in various subjects and Faculties, especially the professional ones. But broad orientation and general education courses have to be simultaneously planned so that the universities may produce not narrow-minded specialists, technicians and professionals but wide-minded social engineers, who can play their due constructive role in refashioning the economic and social institutions of the country.

At least one-third of the contents of the courses and studies in the various Faculties, in my view, ought to represent General Education. It is only then that the universities can produce mature and integrated personalities and effective and constructive citizens who may serve as capable leaders in various fields of life.

In India every sector of life is being planned. Agriculture, industry, rural economy and social welfare are all being geared to the Second Five Year Plan. Only education is left unplanned, haphazard, even chaotic. As years pass the universities should roughly estimate the proportion of output of university graduates required in the various occupations and professions so as to assure the country a balanced development in all sectors of national effort. The

planned preparation and allocation of graduates in the various professions should be an integral feature of planning education at the university level.

A scheme of democratic planning in the country as opposed to totalitarian planning in the U.S.S.R. calls for a very much larger proportion of socio-economic and educational professionals than engineers, agricultural professionals and science graduates as is reflected in the Soviet pattern of distribution of graduates from the universities. The grants provided by the University Grants Commission may be utilised for bringing about the proper distribution of graduates in consonance with the relative demands in different fronts. As India's new egalitarian social order cannot be introduced without a wide understanding and diffusion of new social attitudes, values and ideals there must here be a larger output of educated men trained in the social and educational sciences and the humanities than in science, engineering and agriculture as in Russia. The total number of engineers in the U.S.S.R. during 1928 to 1954 is 6,82,000 while the socio-economic professionals constitute only one-fourth of these. In India, the socio-economic as well as educational experts should maintain a parity with the proportion of our engineers, scientists and technicians.

The universities must now take up the leadership in the scientific and social revolution as is being witnessed in the country, the total struggle against ignorance, poverty, disease, and social injustice. To teach new attitudes and ideals among the people, art is the best medium in India. It must be recognised that Indian culture through the ages is characterised not by a metaphysical or religious interpretation of life, mind and the universe, but by an aesthetic, poetic and mythopoetic interpretation. Every university therefore should organise a Faculty of the Fine Arts in order to stimulate the imagination of the graduates and spur new ambitions and efforts.

The university should be a mirror of new incentives, and ideals associated with the development of the new socialistic pattern of society. It has sooner or later to make up its mind about the compulsory engagement of all undergraduates and graduates in some constructive social enterprise. At certain regular periods in university education all graduates and under-graduates should be drafted to a programme of liquidation of illiteracy, adult social education, organisation of multi-purpose co-operative society or medical social work in the neighbourhood and region.

Without values and ideals the university with its hundred class-rooms, laboratories and museums becomes a mere impressive barrack and factory. With values and ideals, consciously promoted and cultivated among the young generation, the university becomes a temple of learning consecrated and dedicated to all that is highest and noblest in man's endless intellectual adventure.

C. D. DESHMUKH (*Chairman, University Grants Commission*)—

The question of the future of higher education in India can be looked at from the point of view of finance or from the point of view of principles governing higher education and the pursuit of learning. In a country like India both aspects are inevitably governed by the poverty of the country and the relatively backward development of its resources, including its resources in man-power. So far as finance is concerned, this implies inadequacy of resources for hundred and one desirable things in all fields of national endeavour. Indeed it is this inadequacy which leads to the necessity of determining priorities in order to enable the nation to use its scanty resources in a manner which will give the maximum results reflected in the growth of the national production and the raising of the standards of living. In so far as the country is undeveloped, this in turn means that although there are potential resources they are not immediately available for the various purposes of an expanding national life, except with the help of savings from current consumption, supplemented, mostly fortuitously, by assistance made available by international institutions or friendly foreign countries.

The recognition that higher education needs assistance from the Central Government to supplement the meagre resources available with the universities and the States came only within the last decade, and in the beginning the scale of assistance extended by the Centre was not very munificent. Even in the Second Plan the total provided for the development of higher education is a little short of Rs. 60 crores, divided between the Centre and the States, the portion with the Centre having largely been allocated for disbursal within an autonomous statutory frame-work by the University Grants Commission. This latter sum is Rs. 27 crores of which about Rs. 5 crores are earmarked for technological institutions of higher education, the balance being divided roughly equally between sciences and humanities, the latter including some provision for giving loan assistance to univer-

sities for the construction of staff quarters and hostels. Although this sum is, in comparison with the assistance previously made available, appreciably larger, it falls considerably short of possible requirements even considering the base of the present low level of expenditure on higher education in India. This is illustrated by the following comparative figures: whereas in the U.S.A. and the U.K. the amount per head spent by public authorities on higher education of students is, so far as can be ascertained, Rs. 5000, in India it is below Rs. 500 and since there cannot be any very significant difference in the scale of salaries to teachers, the difference must be explained by the ampler provision made in the way of providing more teachers, more accommodation and other necessary amenities and facilities. This rate of outlay has to be considered in relation to the percentage of the population which is provided the benefit of higher education. Whereas for every million of population in the U.S.A. the number of young persons receiving higher education is 14000, in India and U.K. it is 2000. While the figures for U.K. and India are approximately equal, it is to be borne in mind that owing to the strenuous efforts of development and improvement of higher education made in that country during the thirties and forties generally and particularly ever since the end of the war the percentage of wastage is much smaller than in India, *i.e.* about 1/3rd or ¼th to what it is in India. This means that scanty as the resources devoted to higher education already are they are not being utilised to the fullest possible extent ; or alternatively, this means that with the same expenditure results twice as effective could possibly be obtained.

The University Grants Commission has constantly taken care to ensure that its intervention is not regarded as anything in the nature of censoriousness or criticism of the plans of development of the university authorities. I think it can be said with confidence that as a result of this attitude excellent relations have developed between the universities and the University Grants Commission, who are regarded as friends and sympathetic guides rather than as unfriendly critics. The initiating of plans of development lies almost entirely with the university authorities, although the University Grants Commission have, and do exercise the power to suggest desirable improvements to the university authorities, which at least partially they are prepared to support with financial assistance. The procedure adopted in plans sent forward by the university authorities is that they are subjected to scrutiny by a scrutiny committee of competent

experts in the different fields, as a result of which perhaps marginal adjustments are made in plans before they are accepted in principle. Detailed examination of these broadly accepted plans is then carried out by visiting committees, again consisting of academic and other experts, so that when proposals come before the Commission for deciding financial assistance they have the assurance that these proposals have been examined fully from the academic point of view. It is usually for the Commission to afford assistance on the basis of matching contribution either by the State concerned or by the university varying between 20 to 50 per cent. This is necessary in order to ensure that plans are submitted in a realistic manner and the tendency to shift avoidable financial burdens to the Centre is discouraged. The fact that this contribution has to be made is in a general way borne in mind when the plans as a whole of the State Governments are approved, and the Second Five Year Plan contains sufficient provision to enable the States, broadly speaking, to find matching contributions, although there may be inequalities and disparities so far as individual States are concerned, since the whole scheme of development of university education had not been initiated and examined before the Second Five Year Plan was drawn up, only lump sum provisions having been made.

In regard to development of scientific departments and faculties it can be said with confidence that, provided the monies allocated in the Five Year Plan are duly made available to the Commission from year to year, it will be possible for the Commission to finance development on the matching contribution basis referred to earlier during the course of the Plan, without having to omit any important scheme. The same can perhaps be said of the development of humanities except for the fact that judging from a survey of the requirements subsequently made it looks as if the provision available for financing construction of staff quarters and hostels for the students will prove to be inadequate. In the technological field also it will perhaps be necessary to improve the allocation, provided experience proves that the universities are duly able to utilise the amounts offered to them as assistance from time to time.

I refer to the availability of funds, because on account of difficulties that have emerged in the second year of the Plan period—difficulties which could not perhaps be foreseen earlier—the budget limits are not likely to keep pace with the now well developed and well regulated capacity of the universities to spend monies allocated to

them for various developmental purposes by the University Grants Commission. If this trend were to continue it would indeed be a very unfortunate development for higher education as it will mean a disorderly and much-retarded way of carrying out essential works of improvement in the universities.

There is also likely to be shortage of funds experienced for certain essential purposes, as for instance, improving the teacher-pupil ratio which ought to be round about 10 to 1, which is as high as 35 or 40 in some of the city colleges of Calcutta. This means that anything in the nature of tutorial work or even holding of seminars becomes impossible. There is also the question of the low scales of pay, apart from occasional unsatisfactory conditions of service, of teachers in the colleges affiliated to the universities where the bulk of higher education is carried out. Then there are other important matters like introduction of Three Year Degree Course or General Education for which additional funds will be required. All concerned with higher education have come to the conclusion that unless the additional funds are found no significant improvement can be achieved in the standards of higher education obtaining in India today, standards which are being steadily eroded on account of the pressure of numbers. The possibility of restricting admissions to universities has been mentioned, but it is my firm conviction that no strict or rigid limits on numbers will be desirable or practicable. Indirect measures such as reducing the field of employment for which a degree is required or extensive improvement and proliferation of the advanced stages of secondary education will also help indirectly to reduce numbers. But it is doubtful if anything beyond that would be academically justifiable or politically feasible.

There are other matters which do not wait on finance for their improvement. They are concerned largely with the attitudes of teachers as well as students—attitudes in the nature of conscious realization of their respective duties. This is a question of an orientation of minds which is to be carried out at all levels and by all competent authorities and well-wishers of higher education on every occasion possible in the respective fields.

Then there is the question of examinations. The present system of yearly and written examinations is recognised to be an obstruction to steady habits of teaching by the teachers or work by the students and is to be replaced by something which includes more in the way of objective tests.

Lastly there is the question of the medium of instruction, which has inevitably over a long period of transition to be the regional tongue. Here my view is that the technical terms of science and notations of mathematics should be borrowed bodily from English and if this is done it seems to me that it would be easier to replace English by the regional tongue in science and even in humanities where a large number of abstract terms for abstract ideas had so far been agreed upon. I am sure that sooner a beginning is made in the matter, an easier transition will be achieved. The problem is that of the readiness of the teachers themselves and that in itself will take a great deal of time and, may be, that over a period it will be necessary to allow the use of mixed languages, *i.e.* say partly regional tongues and partly English. The availability of right terms will depend largely on the emergence of gifted teachers who will be prepared to write text books and to pour their ideas into proper terms in the regional language.

Surveying the field of education as a whole I am convinced that with a little steady attention and the realisation of responsibility by everyone concerned there is nothing to be despondent about the future of higher education in India.

So far as university ideals are concerned, I must confess that the perennial controversy of whether a university should be an ivory palace for the pursuit of learning for its own sake or a factory for handing over intellectually, morally and spiritually rich minds to students to be fitted for various professions or vocations does not bother me very much. It is my belief that these controversies have a way of solving themselves. While universities must be conscious of the needs of the community it is but fit and proper that they should be somewhat behind in meeting the requirements of the nation from time to time. It would indeed be a misfortune if universities were to be subjected to total planning, as that would destroy the very essence of university learning. So far as an undeveloped country like India is concerned the utilitarian aspect of university education is bound to make itself felt and the lines of difference are bound to become clearer with the drawing up and implementation of new plans, but it will never be at the cost of essential principles, the safeguarding of which is the broad purpose of the discipline in the humanities. Of all countries and of all civilizations, India seems to have learnt best the wisdom of an integrated approach to the whole of human life and there is no likelihood of moral values

of education being ignored in India for the purpose of raising contingents of young persons for the various scientific and technological requirements of the country. It is true that so far as the dimensions and numbers are concerned, there will be a continuous drift and perhaps a shifting of the precentage in favour of scientific education, but the broad base of education in humanities will remain unimpaired and will always be such, one hopes, as will sustain whatever super-structure of scientific or technological disciplines might erect.

DR. G. S. MAHAJANI (*Vice-Chancellor, University of Delhi*)—

I too have a word of apology for having to speak without any forethought. You just noticed that as I entered the Pandal and was about to find a place in one of the back rows, Professor Sidhanta caught hold of me and conducted me here on the dais. He whispered to me (which of course you could not hear) gently but firmly that I must speak a few words on the subject. He was in Cambridge senior to me in my under-graduate days—and I had to agree.

The future of University Education in India can no longer be determined by universities alone. So much should be evident. We have passed into an era in which universities do not and cannot function in isolation, independent of the State and the public. Previous speeches should make it clear that so far as higher education is concerned, many factors and many agencies come into the picture. Reference was made and rightly, to the principle of academic freedom of the university—which naturally implies freedom from interference by the public and the State. But in a democracy the State has to be responsive to the public, and with the doctrine of universal education a very large area has emerged in the field of education which is common to the State and the university. In addition to the academic freedom of the universities, therefore, collaboration between them and the State has become equally important. Professor Kabir spoke of the need for screening candidates and their judicious selection for admission to universities. But obviously this can succeed only if the State is able to create alternative channels and fields to absorb non-university students. Problems of higher education are thus dependent on simultaneous and co-ordinated moves by the University, the State, Industry and other bodies like the University Grants Commission.

I fully agree with the Chairman's statement: "delay in removing defects when it is in our power to do so, creates grievances which are nursed by the public to our disadvantage".

It will, therefore, be fruitful in my view if in this Symposium I confine myself only to such aspects of reform as can be undertaken by the universities without expecting any help from other agencies. And with your premission I shall make a few suggestions under the five heads, namely, (1) pressure of numbers; (2) credit system; (3) language problem; (4) tutorial system and (5) orientation of academic teachers.

Pressure of numbers

Whatever remedies you may adopt by way of screening and strict selection in admission to colleges, pressure of numbers, leading to overcrowding, will continue to be with us for some 20 years. The fact is that we have not reached the steady state in which all children of school-going age are brought under the school-roof. Our literacy percentage is low and we hope to solve the problem within 20 years. Naturally every year will see increase in schools and this general increase must get reflected in pressure on colleges. All that we should aim at is to maintain a proper student-teacher ratio and if that is done we should not mind big institutions with large numbers.

Credit system

Universities can easily introduce what is known as the credit system for promotions. This reform does not call for any extra finance nor does it depend upon any action by other agency. The credit system will effect two reforms. It will check the evil of the wide spread use of guide books and it will increase the academic achievement of students reducing at the same time the strain on their memory. When you require a candidate to pass simultaneously in a good many subjects the temptation is to cross the hurdle by securing just the minimum marks necessary to pass in each subject.

The better course is to allow him to finish one subject after another on condition that he gets credit marks—a method under which a student can devote himself to each subject with undivided attention. Recourse to guide books can enable one just to pass in a subject but to secure credit marks it is necessary to have read the original text books. Further, a high degree of achievement in a subject will leave a permanent impress on the mind even if the

student forgets the detailed information. It is not of course necessary that only one subject be studied at a time. What is important is that credit-performance should be expected in each of the several papers and the students should be given the latitude to collect these credits at his convenience.

Language problem

There has been considerable discussion on the question of the language policy to be followed by the universities. General statements about implementing nation's decision regarding Hindi and the importance of maintaining the standard of English—these do not help us. The area of theoretical agreement is quite large but we seem to be hesitant when it becomes a question of taking practical steps. My suggestions are—

(*a*) Switch over to Hindi in the Faculty of Arts and the Faculty of Social Sciences.

(*b*) Retain English as the medium of education in Scientific and Professional subjects.

This bi-lingual approach secures both the promotion of Hindi as a language and the provision of ample opportunity to ensure facility of expression in English. If knowledge of English is a *Yugadharma* as mentioned by the University Commission, there must be opportunities for conversation in English. This is precisely secured by retaining English in Scientific and Professional subjects. Nor are the claims of Hindi hereby neglected. Literature and Humanities deal with ideas and thoughts as opposed to Science which deals with things. There is ample scope for the development of Hindi in the subjects of Arts and Social Sciences.

Tutorial System

The maintenance of a proper student-teacher ratio is one corrective to the pressure of numbers. There is another effective remedy—the introduction of a practicable form of the tutorial system. The circular of the Ministry of Education promising financial aid to colleges which will keep their strength below 800 will not liquidate big colleges. That is impossible. But we can profit by the procedure they follow in the Army. Though the peace-time strength of the army of a nation increases enormously in war, the efficiency and discipline do not suffer—precisely because the basic unit—the section—remains the same. The efficiency and discipline

of the entire force derives from the *indivisibility* of the section and the *continued* contact, unbroken over long periods between the section-leader and his ten men, in operations as well as in training. In the same way the Principal of a college should divide all the students of the first two years into batches of not more than twenty each ; each batch be given in charge of a staff member to be called the tutor. The tutor acts as the local guardian, friend and guide of his group for two years continuously in each case. He should hold bi-weekly seminars over a simple cup of tea, outside the class room and outside the class-period, to discuss subjects which have no relation to the examinations. This organizing of the entire community of students and teachers into a structure of indivisible tutorial-cells should make no difference whether an institution has a few hundreds or a few thousands. The basic unit, the tutorial cell will have the same size and will carry out the same essential part of education—widening the mind. The group-discussions in a tutorial group will fill in the gaps of general education ; they will encourage commerce between mind and mind in an atmosphere of informality and thus develop a proper sense of values ; they will help in building up character and solve many problems of discipline ; and they will, if properly carried out, convey to the students of the groups "visions of greatness" which really educate the mind.

Orientation

Lastly, my fifth suggestion is to provide for a sort of orientation course for the training of teachers in colleges and universities. Paradoxically enough, we insist on the training of teachers in schools but we have no such requirement for teachers in colleges. But at the higher education stage we expect a responsible duty from the teachers, namely that of widening the mind and giving a proper sense of values. We must see that the teachers are properly equipped for their cultural task. If we are to advise students to respect their teachers –आचार्य्यदेवो भव– we must see that teachers too receive a training that will enable them to command the respect of their students—and that will enable them to make the tutorial group discussions a success.

Mr. Chairman, I have placed these five suggestions before you in a spirit of humility. I am sincerely thankful for the patient hearing given to me.

Inter-University Debate: 22nd January

In the evening of 22nd January, the Inter-University Debate took place, in which fourteen universities of India participated. The subject for the debate was: "In the opinion of the House, India's progress since the attainment of Independence, has been satisfactory." The debate was conducted in English and the Board of Judges consisted of the following distinguished persons:

Sailakumar Mukherji, then *Speaker,* West Bengal Legislative Assembly

B. S. Keshavan, *Librarian,* National Library

J. D. K. Argles, *Acting Regional Representative,* British Council

Y. D. Potter, British Council *Officer*

S. A. Masud, Barrister-at-Law, *Professor,* University College of Law, Calcutta

At the conclusion of the debate, the Chairman of the Board of Judges gave away the trophies to the winners of the competition. The trophies consisted of a shield of solid silver artistically designed and beautifully executed (to be *running*) and a replica of the same (to be *given away*) for the Team Championship and also one gold medal, one gold-centered silver medal and one silver medal for Individual Championship. These trophies of exquisite design and artistry were executed by Messrs Hamilton & Co of Calcutta, who had been connected with the University of Calcutta almost from the date of its foundation. It was this firm which executed the first seal of the University.

Before the debate the Vice-Chancellor and Syndicate were *At Home* to the competitors and judges and all those who helped in the conduct and management of the debate. The function was held at the Institute of Jute Technology.

Opening of Viharilal College for Home and Social Science

On 22nd January the opening ceremony of the Viharilal College for Home and Social Science, to which reference had already been made by the Vice-Chancellor, N. K. Sidhanta, in his Convocation address on 19th January, was performed by Dr J. C. Ghosh, at the Hastings House compound. The foundation stone of the college was laid by Dr. B. C. Roy and Dr. Ghosh was present at that function as the guest-in-chief. The college has been built on a plot of land measuring three bighas, allotted by the Government of West Bengal at the price of Rs. 3 lakhs. The entire project of the

college would cost about Rs. 11,54,000. Out of the sum the Government of India sanctioned Rs. 3,88,600 and the University of Calcutta granted Rs. 3,00,000 out of its Viharilal Endowment Fund. The opening ceremony was attended by a large number of distinguished guests. The ceremony commenced at 3 P.M. with an opening song after which the Vice-Chancellor requested Dr. J. C. Ghosh to formally open the college. Dr. Ghosh performed the ceremony with a short address. With a vote of thanks to Dr. Ghosh and the gentlemen and ladies present, the ceremony closed.

Special Convocation, 23rd January

To commemorate the Centenary of the University, the Senate decided on 7th January, 1957, to confer *Honorary Degrees* on the undermentioned persons who, on account of their eminent position and attainment were considered to be fit and proper persons to receive such degrees. The degrees proposed by the Senate to be conferred on them are stated against their names.

Mahamahopadhyaya Jogendranath Sankhya-Vedanta-Tarka-tirtha, Professor of Indian Philosophy, Post-graduate Teaching and Research Department of the Sanskrit College, *Doctor of Literature.*

Dr. Lloyd Viel Berkner, President and Chairman, Associated Universities Incorporated (USA), *Doctor of Science.*

Mahamahopadhyaya Vidhusekhar Sastri, *Doctor of Literature.*

Sri Nandalal Bose, D.Litt., Emeritus Professor of Indian Arts and Crafts, Visva- Bharati, Santiniketan, *Doctor of Literature.*

Sri Rajsekhar Bose, M.A., B.L., *Doctor of Literature.*

Professor Satyendranath Bose, M.SC., Vice-Chancellor, Visva-Bharati, Santiniketan, *Doctor of Science.*

Sri Sudhiranjan Das, B.A., LL.B., Barrister-at-Law, Chief Justice, Supreme Court of India, *Doctor of Laws.*

Sri Chintaman Dwarkanath Deshmukh, Chairman, University Grants Commission, India, *Doctor of Science.*

Dr. Jnanendrachandra Ghosh, D.SC., Member, Planning Commission, *Doctor of Science.*

Sri Atulchandra Gupta, M.A., B.L., *Doctor of Laws.*

Dr. Zakir Husain, M.A., PH.D., Vice-Chencellor, Aligarh Muslim University, *Doctor of Literature.*

Sir Harold Spencer Jones, M.A., SC.D., D.SC., LL.D., F.R.S., &C., Astronomer Royal, *Doctor of Science.*

Dr. Tosio Kitagawa, PH.D., Professor of Theory of Probability and Mathematical Statistics, Kyushu University, *Doctor of Science.*

Dr. Kariamanikkan Srinivasa Krishnan, D.SC., F.R.S., Director, National Physical Laboratory, India, *Doctor of Science.*

Professor Prasantachandra Mahalanabis, M.A. (*Cantab.*), F.R.S., F.N.I., Director, Indian Statistical Institute, *Doctor of Science.*

Dr. Arcot Lakshmanaswami Mudaliar, M.D., D.SC., LL.D., D.C.L. &c., Vice-Chancellor, University of Madras, *Doctor of Science.*

Academician Alexander Nikolavich Nesmeyanov, President, Academy of Sciences; Professor of Chemistry, Moscow University, *Doctor of Science.*

Dr. John Robert Oppenheimer, D.SC. &C., Director, Institute of Advanced Study, Princeton, N.J. (USA), *Doctor of Science.*

Professor Arnold Joseph Toynbee, D.LITT., LITT.D., D.C.L. etc., Director of Studies in the Royal Institute of International Affairs, *Doctor of Literature.*

Each of these gentlemen is most distinguished in his own sphere of life and activity. A special Convocation was held on 23rd January to confer the Honorary Degrees and Dr. Sarvepalli Radhakrishnan was invited to address the Convocation. Srimati Padmaja Naidu, Chancellor of the University, presided over the function.

The Convocation was held at 2 P.M. at 35, Ballygunge Circular Road and about six thousand guests were present to witness the ceremony. At 1-45 P.M. the Chancellor was received at the gate by the Vice-Chancellor and the Registrar of the University. She then inspected the Guard of Honour furnished by the members of the National Cadet Corps

At 1-55 Dr. Sarvepalli Radhakrishnan was received at the gate by the Vice-Chancellor and the Registrar.

A procession was then formed, consisting of the Chancellor, Vice-Chancellor, Dr. Sarvepalli Radhakrishnan, former Vice-Chancellors, members of the Senate and the Academic Council, with the members of the Syndicate in the front. The procession was led by the Registrar of the University and it proceeded to the dais where seats were reserved for the respective persons. Recipients of Honorary Degrees were also seated on the dais, excepting Sri Rajsekhar Basu, Professor Arnold Joseph Toynbee and Dr. John Robert Oppenheimer, who were unable to be present on the occasion for unavoidable

reasons. After the seats were taken, the Chancellor declared the Convocation opened and called upon the Vice-Chancellor to address the Convocation.

In his address, the Vice-Chancellor briefly gave an account of the chief activities and achievements of each of the distinguished persons whom the University was going to honour on this august occasion. The Vice-Chancellor then presented the recipients of the degrees one by one before the Chancellor for admission to the degrees. As each one of the recipients was admitted to his degree the Chancellor handed over the Diploma to him. The recipient then signed his name in the Register of Honorary Degrees of the University. Sri Rajsekhar Basu, Professor Arnold Joseph Toynbee and Dr. John Robert Oppenheimer were then admitted to their respective degrees *in absentia*. Recipients of Honorary Degrees, before the Centenary, were eighty-five in number, the first recipient being H.R.H Albert Edward, Prince of Wales, K.G. (subsequently His Most Gracious Majesty Edward VII, King of Great Britain and Ireland, Emperor of India) in 1876. The number of recipients of Honorary Degrees after the Centenary rose to 104.

After the ceremony of conferring degrees was over, the Chancellor called upon Dr. Sarvepalli Radhakrishnan to deliver his address. Dr. Sarvepalli Radhakrishnan then delivered his address. The Chancellor then addressed the Convocation, after which the Convocation was declared closed. The Chancellor, Vice-Chancellor, Dr. Sarvepalli Radhakrishnan, former Vice-Chancellors, and members of the Senate and the Academic Council left the Convocation in procession in the same order in which it entered.

The Vice-Chancellor's address and the address of Dr. Sarvepalli Radhakrishnan are printed below.

ADDRESS

By N. K. Sidhanta, *Vice-Chancellor*

Madam Chancellor, Dr. Radhakrishnan, Ladies and Gentlemen:

On the occasion of the celebration of the Centenary of the Calcutta University, the Senate and the Syndicate of the University decided to confer honorary degrees on certain persons distinguished for their attainments and scholarship. It is one of the privileges of every University to recognise the work of persons, who have served

society and humanity in various ways, who have functioned as torch-bearers of knowledge, who have extended the horizon of human thought. Some of them belong to our State and have worked for the greater part of their life in Calcutta ; some come from other States of the Union of India ; some again are our distinguished guests from abroad. All of them have won distinction and renown in their respective fields and we are proud to be able to recognise this distinction.

Pandit Jogendranath Bagchi

Described as a master of logic and philosophy, referred to as an ocean of learning, Pandit Jogendranath Bagchi is a symbol of scholarship for which India has been famous for thousands of years. As an example of plain living and highest thinking, he has set a model before present-day students, which they should try to emulate. In recognising the work of Pandit Jogendranath Bagchi, the University shows its appreciation of our great heritage of Sanskrit literature and the knowledge which is stored in our ancient philosophy.

Dr. Lloyd Viel Berkner

A distinguished scientist and administrator, his activities have embraced research in technical problems of ionization and terrestrial magnetism. Not content only with work in the laboratory he has utilised his knowledge for national purposes and international service. A scientist of today has to lead a full life but it is doubtful if any one lives a fuller life than what Dr. Lloyd Viel Berkner has done during the last 30 years, if any single scientist has done more to co-ordinate the activities of scientists, to direct modern science to human and beneficent ends.

Pandit Vidhusekhar Bhattacharyya

A scholar, who has delved deep into our ancient literature and philosophy, Pandit Vidhusekhar Bhattacharyya has extended the horizon of knowledge through his original work. As Professor of Sanskrit in this Uiversity, he guided generations of students on the path of scholarship bringing them first to appreciate the subtleties

of our ancient literature and then prompting them to do research on the old texts.

Sri Nandalal Bose

A pioneer of the renaissance of art in India Sri Nandalal Bose has guided the efforts of innumerable disciples to express emotions through the visual arts. His own work has conveyed his interpretation of sublimity in the world and in human beings to millions of lovers of art and, standing the test of time, it will continue to stimulate the creative activity of the generations to come. Working in the seclusion of the Poet's Santiniketan he has made his hermitage a place of pilgrimage for all artists.

Sri Rajsekhar Bose

Pharmacy and Chemistry are not usually regarded as the most congenial surroundings for the creative artist, yet Sri Rajsekhar Bose has, in the midst of his work in industry, woven patterns of words for the delight of lovers of literature. The short story and social satire have been his *forte*: in them he has lightly touched the weaknesses and evils of contemporary society. Genuine humour defies attempts at analysis and the humorist is loved for the happiness which he brings to his fellow-beings, for the relief which he can give in the midst of suffering and misery. On this occasion we pay a tribute to the Comic Muse which has its worthiest exponent in Sri Rajsekhar Bose.

Sri Satyendranath Bose

In the retirement of his laboratory Sri Satyendranath Bose has investigated the truths of the basic sciences and expanded the scope of the greatest scientific discovery of today with his fundamental work. For four decades he has been guiding students of Physics in their attempt to discover the most abstruse postulates of modern science. As an educational administrator he has the responsibility of guiding the Institution which has been our greatest Poet's gift to the world. In his synthesis of the humanism of the past and the rationalism of the present, he is a beacon-light to all University men.

Sri Sudhiranjan Das

As a Member of the Calcutta Bar, as a Judge of the High Court of Calcutta, as the Head of the Judiciary in the Punjab and now as the Head of the Supreme Court of India, Sri Sudhiranjan Das has a unique position in the realm of Law. A great Barrister and a great Judge Sri Sudhiranjan Das has contributed more than any living human being to enhance the confidence of the people in the impartiality of our Judiciary and the soundness of our Judicial System. His knowledge of and contribution to the basic principles of Jurisprudence will be an asset for all times: his friends and colleagues will think of him as the best embodiment of the many-sided interest in life which marks the leaders of the present-day world.

Sri Chintaman Dwarkanath Deshmukh

One of the most outstanding administrators that India has produced Sri Chintaman Dwarkanath Deshmukh's reputation extends far beyond the limits of officialdom. A seeker after knowledge in Humanities and Natural Sciences, a linguist of no mean calibre, he has taken upon himself the task of the future development of Indian Universities. A guide to the nation in Banking and Finance he is sheet-anchor for future intellectual enterprise in the country. The quality which took him to the highest official positions, the penetrating analysis he showed in his examination of financial problems should enable him to understand the difficulties of Indian Universities and to remove the present shortcomings.

Sri Jnanendrachandra Ghosh

A fit disciple of an eminent Savant, a chemist of international repute, a guide of generations of chemists at Dacca and Calcutta, Sri Jnanendrachandra Ghosh took charge of the Institute of Science, Bangalore, to rejuvenate and revitalise it and to leave it as the most signifiant centre of Scientific Research in the country. His administrative genius has found scope in varied activities and he has been equally at home in the Directorate of Supply as in the creation of the first Higher Technological Institute in the country. Calcutta University remembers his leadership with gratitude and admires his work in planning for the future of the country. His intimate knowledge of industry, his familiarity with the methods and

problems of technology and his wide vision should stand him in good stead in his all-important work.

Sri Atulchandra Gupta

Sri Atulchandra Gupta has been a great jurist and a leader of the Calcutta Bar. He has illustrated in his life the union of legal knowledge and the creative powers of the literary artist. The symbol of the best elements of Indian culture, he has helped to raise the cultural level of present-day Bengal. His professional colleagues admire his skill as a jurist; lovers of literature appreciate his skill as a critic of art and life; the public of Calcutta looks up to him for help in all intellectual activities of the city.

Dr. Zakir Husain

An outstanding educationist Dr. Zakir Husain brought the Jamia Milia into being and nurtured it for a quarter of a century, conducting new experiments in education and giving a new light to the young people fortunate enough to be educated there. Dr. Zakir Husain is also one of the creators of the system of Basic Education in this country, of instruction through crafts and creative activity, a method which has revolutionised elementary education. He has guided the Muslim University for eight critical years of its existence, taking up the work when the University was on the verge of extinction and leaving it only after necessary expansion and consolidation of its activities had been assured. The future of education in all stages in this country will depend to a great extent on the execution of the ideas preached by Dr. Zakir Husain.

Sir Harold Spencer Jones

An explorer of the skies, voyaging through the strange seas of thought, not alone, but as the leader of a devoted band of workers, Sir Harold Spencer Jones has illustrated in his life how the modern State depends on the scientist in war as well as in peace. His presence in this country should stimulate greater and greater interest in the Astronomy-work of our University. Science today is as much exploration as administration: there is no one better equipped to indicate to us the scope and limits of either.

Dr. Tosio Kitagawa

As Professor of the Theory of Probability and Mathematical Statistics, Kyushu University, as the Chief of the Institute of Statistical Mathematics, Dr. Tosio Kitagawa has made substantial contribution to our knowledge in Mathematics and Statistics. As visiting Professor in the Indian Statistical Institute, as a member of the Reviewing Committee of the National Sample Survey, he has greatly helped statistical work in this country. An author of significant scientific work in the past, we expect considerable help in our statistical work through his researches in future.

Dr. Kariamanikkam Srinivasa Krishnan

A collaborator of Professor C. V. Raman in some of his most significant researches, Dr. Kariamanikkam Srinivasa Krishnan later worked on magneto-crystallic action and magnetic anisotropy and crystal structure on paramagnetic salts, iron-groups, temperature variation of magnetic anisotropy of graphite. As Director of the National Physical Laboratory he is in charge of a devoted group of research workers and the contributions of the laboratory have won recognition in all centres of research in Physics. Scientific enthusiasm and the spirit of intellectual adventure have no better embodiment in this country.

Sri Prasantachandra Mahalanabis

Sri Prasantachandra Mahalanabis devoted his youth to Physics and strayed to the realm of Statistics where he became a permanent resident. As a pioneer of statistical research in this country, as the builder of a School of Statistics, as the inspirer of an international centre of statistical work, Sri Prasantachandra Mahalanabis has shown his originality of mind and capacity for organisation. The Indian Statistical Institute is his creation, and will, in future times, bear testimony to the value of his work for Science and India. But it is equally important to remember him as the architect of the Second Five Year Plan, as the chief scientific helper of Pandit Jawaharlal Nehru in his attempts to create a new and better India.

Dr. Arcot Lakshmanaswami Mudaliar

Educationist, scientist, expert in obstetrics and gynaecology, national and international administrator, Dr. Arcot Laksmanaswami Mudaliar has filled innumerable positions of responsibilty and authority and worked for the good of the country and of humanity. The lay public of Madras in particular remember his healing power with gratitude ; United Nations Educational, Scientific and Cultural Organisation and the World Health Organisation owe a good deal to his membership and chairmanship of their executive. The educational committees and organisations that he has guided are many and posterity will know him as the regenerator of our Secondary Education, as the chief author of a momentous Report which has prompted the reconstruction of our whole system. The University of Madras in particular and all Universities of India in general, recognise the worth of his work as a Member of the Inter-University Board, of the University Education Commission, of the Central Advisory Board of Education, of the University Grants Commission and of every other authoritative body connected with Secondary and University Education.

Academician Alexander Nikolaevich Nesmeyanov

President of the Academy of Sciences and Chairman of the Committee for awarding the Lenin Prize in the field of Science and Technology, Academician Alexander Nikolaevich Nesmeyanov has been in the forefront of scientific work in the USSR. In Organic Chemistry he is an authority on Tautomerism ; he has won universal recognition as a scientist of world renown. From his further contributions to his special subject we anticipate an extension of the boundary of our knowledge: from his leadership of the scientists of a great country the world has a good deal to hope for and to gain.

Dr. J. Robert Oppenheimer

Dr. J. Robert Oppenheimer will be remembered by posterity for his work in Nuclear Physics, particularly for his research in atomic fission. His work has not only revolutionised our knowledge in fundamental Physics but heralded the beginning of a new era which

may witness either the elevation of man to a higher plane or the extinction of the human species. As Director and Professor, he has a chosen band of research workers united in their determination to save humanity and extend the bounds of human thought.

Dr. Arnold Joseph Toynbee

The historian is no longer a mere recorder of facts nor a narrator of interesting stories. As a combination of the artist and the scientist, he traces the path of the past to indicate the direction to which it may lead in future. Dr. Arnold Joseph Toynbee has, through his analysis of past events, posed questions and suggested solutions for some of the momentous problems of the day. Students of history can think of no greater name in the field of historical scholarship.

These illustrious men have agreed to accept the Honorary Degrees of this University. In honouring them the University is honouring itself.

ADDRESS

By Dr. Sarvepalli Radhakrishnan

Madame Chancellor, Distinguished Guests, Members of the Convocation, Ladies and Gentlemen

It is an honour, which I appreciate very much, to be called upon to address the Convocation on this historic occasion of the Centenary of this great University. As a senior member of the University associated with it for over thirty-five years in one capacity or another, may I welcome the new graduates distinguished in science and art, letters and law and say how much we rejoice that they have today joined our fellowship. This ceremony is in the best traditions of this University which has always remained in close touch with the Universities of the world. It has sent its students to them for higher education and training and invited their scholars to join its teaching staff. Art and literature, science and scholarship know no geographical frontiers; they are above political passions.

II

In the first two generations of its rule in Bengal, the East India Company did not wish to introduce a modern system of education. For one thing the leading figure of the period, Warren Hastings, had a real admiration for Indian classics and strove to revive the ancient indigenous culture. The British leaders in India did not wish to disturb the minds of the Indian people and so left them free to cultivate their own ancient learning and systems of thought. The impetus for education in modern learning came from the Christian missionaries and progressive leaders like David Hare and Ram Mohan Roy. When Macaulay became the Chairman of the Committee of Public Instruction he drew up his famous Minute in February 1835, which decided the future of education in India on modern lines. Lord William Bentinck accepted Macaulay's advice and laid down that the funds available for educational purposes should be mainly devoted to the maintenance of schools and colleges of modern learning to be taught through the medium of English. Departments of Public Instruction were established in 1855 and the Universities in 1857.

In the early years this University controlled collegiate education in a large part of India, Bengal, Bihar, Orissa, Assam, the then United Provinces and Central Provinces as also in Burma and Ceylon. Gradually new Universities sprang up thus restricting the sphere of work of this University. When first the Universities were established, they were of an affiliating character, being merely examining bodies. Thanks to the dynamic leadership of the late Sir Asutosh Mookerjee, post-graduate departments in arts and science, pure and applied, were started under the direct control of the University. *Advancement of Learning* which was inscribed on the first seal of the University became its main objective.

This University has produced great scientists and eminent scholars. Of the nine Fellows who were elected to the Royal Society in our time, five worked in this University—Jagadis Bose, Raman, Saha, Krishnan and Mahalanabis. The two Nobel Laureates in Literature and Physical Science, Rabindranath Tagore and C. V. Raman, were associated with this University. Many scholars and scientists have made outstanding contributions to literaure and art, science and scholarship, by their purity of thought and devotion to learning.

If we look at the history of the world, we will find that civilisation

is built by those great seers and scientists who are able to think for themselves, who probe the depths of space and time, read their secrets and use the knowledge they win for the good of mankind, *viśva-śreyas, loka kalyāna.* The Universities believe in the unconquerable spirit of man and should provide for men of learning and letters full scope for pursuing their studies without harassment. They must provide full opportunities to every scholar to follow within the standards imposed by his own pursuit, his inquiry for truth wherever his intelligence, imagination and integrity lead him. No freedom is real if it does not secure freedom of mind. No religious dogma or political doctrine should interfere with the free pursuit of truth.

III

The University in the last hundred years has opened to the people of this country a new world of ideas and helped to develop new horizons, support great causes, produce new movements of thought and life and help the spread of freedom, political and economic, religious and social. The cultural renaissance of our country which was produced in the last hundred years is due to the influence of modern thought and criticism on ancient learning. When we train students in a University, when we make them inquisitive and critical, they will naturally demand political freedom and internal democracy.

Maculay said in the House of Commons before he came to India:

> "Are we to keep the people of India ignorant in order that we may keep them submissive? Or do we think that we can give knowledge without awakening ambition? Or do we mean to awaken ambition and to provide it with no legitimate vent? . . . It may be that the public mind of India may expand under our system until it has outgrown that system, that by good government we may educate our subjects into a capacity for better government, that having become instructed in European knowledge, they may, in some future age, demand European institutions. Whether such a day will ever come I know not. Whenever it comes it will be the proudest day in English history. . . . The sceptre may pass away from us. Victory may be inconstant to our arms. But there are triumphs which are followed by no reverse. There is an empire exempt from all natural causes of decay. These triumphs are the pacific triumphs of reason

over barbarism: that empire is the imperishable empire of our arts and our morals, our literature and our laws."

When we give the youth of the country education, with its emphasis on freedom, the right of rebellion and the absolute duty of the government to rule with the consent of the governed, they will demand freedom from subjection. One of the first graduates of this University, Bankim Chandra Chatterji gave us the great song *Bande Mataram* where India's deep religious devotion was harnessed to the national cause in a vow of self-surrender. Patriotism became a religion with the youth of the country. Rabindranath Tagore gave us the national anthem *Jana-gana-mana* whch was first sung at the Congress session in this city on 27th December 1911. It was adopted by the Constituent Assembly on January 24, 1950. It looks on this country as one and requires us to use our spiritual energies to the cultural and emotional integration of the country.

When the natural results of modern education, unrest and discontent spread, Mr. Allan Octavian Hume resolved to bring into existence a national gathering of Indians which could serve as a safety valve. He spoke to the graduates of this University on the 1st of March 1883, asking for fifty men of integrity and courage. "If only fifty men, good and true, can be found to join as founders, the thing can be established and the further development will be comparatively easy." He told them frankly, "If they cannot renounce personal ease and pleasure, then at present at any rate all hopes of progress are at an end; and India then neither desires nor deserves any better government than she enjoys." He declared "the eternal truth that self-sacrifice and unselfishness are the only unfailing guides to freedom and happiness." The first meeting of the Indian National Congress was held in Bombay under the presidentship of one of Bengal's illustrious leaders, W. C. Bonnerjee. The Congress was organised with faith in the British intentions and with the blessings of the then Governor-General of India, the Marquis of Dufferin and Ava. The confidence in the British good faith was shattered when Lord Curzon partitioned Bengal and the agitation that followed it aroused national consciousness and methods of passive resistance, *swadeśi,* boycott of foreign goods, national education, organisation of public opinion and other forms of political action which were adopted and these later became perfected by Gandhi. In December 1906, at the Calcutta Congress Dadabhoy Naoroji stated *Swaraj* as the goal of the Indian people. When the

partition was annulled, confidence increased and in the first world war India responded generously to the call of the British Government, in the hope that the war which was fought to make the world safe for democracy would result in the establishment of self-government in India. When the war ended, the hopes of India were not fulfilled and India adopted what is now called *satyāgraha* which ended in the transfer of power in 1947. This University produced men of extraordinary courage and endurance, who took part in the political struggle and made unparalleled sacrifices. Many brave men and women, living and dead, opposed the forces of reaction and tyranny. Today we are celebrating the sixty-first birthday of Netaji Subhas Chandra Bose. The gifted people of Bengal, however thwarted today, I have no doubt, will continue to oppose and resist, until exploitation and injustice are replaced by a more equitable social order.

IV

Political freedom is not merely for the sake of India but for the good of the world. Gandhi once wrote to Tagore: "An India prostrate at the feet of Europe can give no hope to humanity. An India awakened and free has a message of peace and goodwill to a groaning world." We are anxious to make the world safe for civilisation. We are convinced that there is no alternative to peace in the present context when the annihilating power of war has increased so vastly. When the world is split into two groups with large stores of atomic weapons which can be used to devastate the world, there is the risk of catastrophe.

But the future is in our own hands. Sheer self-interest requires us to relieve the tensions that beset the world, and establish decency and friendship in a world which has apparently forgotten them. We must create and develop the forces of spirit which will revive lost hopes and ignored values. We must recognise that mutual hatred is more deadly than mutual violence. We must civilise human nature by adopting the university spirit which pleads for sanity in a period of hysteria, for moderation in place of intemperance, for the rigours of thought instead of easy surrender to partisan slogans.

If the world is to be a unity, peoples of different nations must be made conscious of what they have in common. The world must develop a cultural unity before it can become a political fact. Peace

is not the absence of strife or the silence of guns. As absence of conflict, it is negative, precarious, liable to be shattered. Peace is good-will for others, understanding of those who are different from ourselves in race and religion. It is an appreciation of the feeling of those whose worship is different from our own. This is good-will ; this is peace.

Ram Mohan Roy wrote as far back as 1831 to the Minister of Foreign Affairs of France: "It is now generally admitted that not religion only but unbiased commonsense as well as the accurate deductions of scientific research leads to the conclusion that all mankind are one great family, of which numerous nations and tribes existing are only branches. Hence enlightened men in all countries feel a wish to encourage and facilitate human intercourse in every manner by removing as far as possible all impediments to it, in order to promote the reciprocal advantage and enjoyment of the whole human race." This note of universalism is a prominent feature of Indian thought from the early days. The spirit of Indian culture has been one of assimilation, synthesis, not negation or exclusion. The Aryan and the Dravidian, the Hindu and the Buddhist, the Muslim and the Christian have all been taken into India's history. We are ever willing to learn from others, though we do not wish to become subservient to them. We have no false pride of self-sufficiency of Indian culture. We take in whatever is valuable without losing our own identity.

Rabindranath Tagore inaugurated the era of world co-operation. He visited different parts of the world, East and West, and gave the message of tolerance, universality and understanding. His Viśva-Bharati bears witness to his faith in cultural co-operation.

Our late leader Mahatma Gandhi spoke words of wisdom which are also a warning when he defined the relations of national autonomy and international order: "My idea of nationalism is that my country may become free, that if need be the whole of the country may die, so that the human race may live. There is no room for race hatred here. Let that be our nationalism." Physical survival is not all ; spiritual integrity is more important. Those who worship the Cross know that material defeat and death may make for spiritual victory.

Universities are one of the strongest influences for peace. Politics is the art of the immediate. Statesmanship rests on longer and deeper views. It is the universities, the communities of scholars,

that should help us to obtain them. They must give us courses in astronomy, metaphysics and world history, and teach us a sense of proportion and perspective, for they insist on the universal, supernational values, acknowledging a world community and strive to enclose national groups within a stable equilibrium. They strive after comprehension, open-mindedness, disinterested understanding of what is alien to us. To become a spectator of time is a cure for littleness of mind, for meanness of the soul. The universities of the world form a great fraternity binding together their members all over the world.

V

It has been said that the weakness of the present generation is that it is rootlesss and the true function of a university is to take it back to its roots. We must do so with sympathy and understanding. If we are not to be infected with the speed, the nervous intensity and the growing incoherence of modern life, we must have a few solitary moments in which we can attend to the needs of the spirit. Religion holds before man's eyes a vision of ultimate values. Man is not a lonely contestant in a meaningless world. Unfortunately as in other parts of the world it has degenerated into superstition, sectarianism, enslavement, overconfidence, bigotry. Religious reformers attempted to purify the religion and base it on the central simplicities of communion with the Supreme and love for man. Any system of religious thought has to satisfy two basic requirements. It must state the truth which is founded in human experience and interpret this truth for every new generation. The truth must be able to speak to the situation. The great religious teachers of the period tried to reckon with both the poles of eternity and time. The eternal truth must be relevant to the modern mind. In a very real sense we live in a new world. The unity of knowledge is new, the nature of human community is new, the order of ideas is new and we cannot return to what they have been in the past. Religious truths are beyond the accidence of science or criticism. They rest their claims on those moral and spiritual facts of human nature. The religious thinkers of the period turned back to the *Prasthanatraya* and demonstrated that the religious message developed in these three works was rational, ethical and spiritual and can satisfy the demand for depth, comprehensiveness and integrality. It is *Brahmavidyā, Yogaśastrā* and *Krishnārjunasamvāda,* the truth, the way

and the life. The seers announced that they had seen the Supreme Person shining like the sun that dwells beyond the veil of darkness.

VI

The fruit of religion is ethics, individual and social. Christ attracts but the Church repels.[1] Social reformers like Ram Mohan Roy and Iswar Chandra Vidyasagar fought against the perversions of our society, like *sati* and *caste*. They advocated the remarriage of widows, abolition of polygamy and encouraged women's education. Attempts to free women from the disabilities which society imposed on them have been largely successful with the result that we have today for the first time in this University a woman Chancellor.

VII

It is no use condemning the work of the old universities. They have done their best in difficult circumstances. But much remains to be done. Our revolution is not over. We have to defend ourselves against the forces of violence, fanaticism and unreason. We have to struggle against poverty and disease, illiteracy and unemployment. We have to wage a long fight against the darkness in men's minds. To some extent we are responsible for the intellectual inadequacy, for the spiritual illiteracy of those whom we produce, for their acquiescence in social injustices, for the lack of the crusading spirit against the evils of our society. Let us work with faith and weld together our people into a single corporate community and make them the defenders of peace. The reign of brutal violence will not last for ever. Redeemed university will emerge, the habit of mutual forbearance will recover and truth and love will triumph.

Satyameva Jayate.

March Past by Students, 24th January

24th January was the concluding day of the University Centenary Celebrations and it was observed by offering homage to the University. A march past and a route march by the students of the post-graduate classes of the University and its affiliated colleges were organised. Students forming units according to colleges to which they belonged, assembled at the I.T.F. Pavilion ground in the Maidan

[1] The Report of the Archbishops Commission on Evangelism 1945.

at 9 A.M., under the guidance of their teachers, with respective college flags and festoons and also with the University flag. Boys and girls of the National Cadet Corps of different colleges led by their cadet officers took a special part in the function.

The Chancellor of the University stood on a raised platform at the Pavilion ground, with the University Banner hoisted in front of her. Each college unit with the college banner marched past the University Banner. The Chancellor of the University took the salute. The college units then formed into a procession and proceeded on a route march through the important streets of Calcutta. The procession at last came before the Senate House where the Vice-Chancellor took the salute. Then after distribution of sweets the students dispersed and the University Centenary Celebrations which excited so much interest and enthusiasm among the students and teachers of the University and the educated public, thus came to a formal close.

Entertainments and Festivities

The celebrations were interspersed with variety of entertainments mainly musical and dramatical, performed by well-known artistes most of whom were students of the University of Calcutta. The University Youth Festival Contingent presented on 18th January 1957 a variety of performances which were attended by a large gathering. On 20th January, the Children's Little Theatre presented a Dance Drama, *Mithua,* to a large number of visitors. On 21st January, Tagore's *Rakta Karabi* (Red Oleander) was staged by *Bahurupee,* the well-known artistes of Calcutta. On the next day Tagore's *Phalguni* was staged by *Paschimbanga Sanskriti Parisad* and on 23rd January classical music by reputed artistes of Calcutta greatly pleased the visitors. The students of the University Sanskrit department staged the Sanskrit drama *Mudra Rakshasa* on 23rd January and on the same day members of the administrative departments of the University—who are alumni of the University—staged Tagore's *Visarjan.*

Besides the above, the festivities organised by the West Bengal Students' Calcutta University Centenary Celebrations Committee, continued up to 31st January 1957.

This organisation consisted of representatives from 128 college students' unions. At the invitation of the organisation twenty-four representatives came from outside India to take part in the festivities.

The inauguration ceremony of the Centenary Students Festival was performed by Professor S. N. Bose, formerly Khaira Professor of the University and now Vice-Chancellor, the Visva-Bharati, Santiniketan. Vice-Chancellor, N. K. Sidhanta, presided over the function.

The program of festivities was big enough to be detailed here. Fourteen dramas were staged, of which seven were composed by the students themselves. In the vocal music section of the festivity the participants were either the present or past students of the University of Calcutta. There were also arrangements of different instrumental musics. The cultural competition organised by the committee included debate in English and Bengali, recitation, short stories and musical duels (*Kabir Larai*). January 27 was specially reserved for the girl students, when all the items were staged by them.

Centenary Sports

The Centenary Sports commenced on 4th January 1957, with the inauguration of the XV Inter-University Athletics Championship at the Eden Gardens by Srimati Padmaja Naidu, Chancellor of the University. The Championship was held for three consecutive days, 4th, 5th and 6th January, in which 282 men and 115 women students representing twenty-three universities of India participated.

In men's events, were high jump, discus throw, 400 metre hurdle, 400 metre, 800 metre, 5000 metre and 4×100 metre relay. In women's events were shot put, high jump and 4×100 relay.

Invitations were sent to a number of Sports Associations to send teams of University footballers to participate in the Centenary Sports of the University. Only the University of Rangoon could accept the invitation. Two matches were played—one between the Calcutta University Football team winners of Inter-varsity Football, 1956 and the Rangoon University Football team. The other match was played between the Calcutta University Old Blues Football team and the Rangoon University Football team.

Four interesting cricket matches were played. The first match was betwen Cricket Professors' XI and Sports Journalist's XI. The second match was between the Chairman's XI and the Vice-Chancellor's XI. In this match Principal, Scottish Church College, Principal, Bangabasi College, Principal, Charuchandra College, and the Vice-Principal, Scottish Church College participated. The third match was between the Jadavpur University Team and the Calcutta

University Team and the fourth one was between the Calcutta University Old Blues and the present Calcutta University Cricket Team.

There were also Exhibition Swimming and a Water Polo match at the College Square tank.

An Inter-varsity Regatta was held on the Dhakuria Lake in which the Universities of Rangoon, Lucknow, Jadavpur and Calcutta took part. Thrilling races were witnessed when the Finals of the Calcutta University Centenary Regatta were held at the Lake on 17th January 1957.

Centenary Tennis matches were also played between the Calcutta University team and the Rangoon University team at St. Xavier's College lawn, and an Exhibition Volley-Ball match was held on the Calcutta University ground between the Jadavpur University and Calcutta University teams.

Inter-collegiate Centenary Athletic Sports were also held on the University ground. Seven colleges competed in Women's sports section on 18th January and twenty-two colleges in Men's Sports on 21st and 22nd January.

A symposium of sports and games were held on 17th January after the Regatta. The following gentlemen spoke on the occasion—Vice-Principal S. .P. .Biswas, Rakhal Bhattacharya, Pearson Surita, Gopal Mookerjee and M. Bagchi.

Centenary Exhibition

The Centenary Exhibition which was held jointly under the auspices of the University and the Indian Science Congress, in the Senate Hall and the Asutosh Building, was opened on 14th January by Satish Chandra Ghosh, Mayor of Calcutta, who is also the Treasurer of the University. The exhibition was of unusual interest to the intelligent public as also to the student community, as it attempted, to quote the Mayor's words, "to bring into prominence in a somewhat visual manner, the activities, the ideals and the attitude of this great University." The exhibits consisted of old manuscripts and books, maps, charts, scientific instruments, models, paintings, pictures, photographs, archaeological and anthropological articles.

The Senate Hall was mainly occupied by the exhibition of scientific apparatus and instruments denoting the progress made in the manufacture of indigenous instruments in India including scientific goods. Some special exhibits of the Asutosh Museum of Indian Art

formed an important part of the section of the exhibition. The exhibits of the Atomic Energy Commission showing models of the Swimming-Pool Reactor at Tombay, drew great interest. The interest of the visitors was also focused on the Rupkund exhibits, lent by the Anthropology Department of the Government of India, which included human skeletons and cultural materials found at an altitude of 16,000 feet near Rupkund Lake on the Himalayas. The exhibits of the Asutosh museum, which drew great interest of the visitors were the inscriptions, coins, terracotta sculptures and other objects of antiquity which were recently secured through explorations by the Museum authorities, in the neighbourhood of Calcutta, which threw a flood of light on the civilization of Bengal more than two thousand years ago. At the Exhibition the British Council made a special display of some of the results of recent researches conducted in the United Kingdom in the field of medical sciences. The United States Information Service also occupied a space to display American publications relating to India.

In the Asutosh Building attention of the visitors was attracted by the series of coloured charts and diagrams illustrating the results of the survey undertaken by the University in 1952, regarding the condition of living and dietetic habits of the average Bengali students in Calcutta. Another such series showed the progress of primary and secondary education in West Bengal. A separate room was allotted to the Visva-Bharati for the display of its various cultural and intellectural activities. The exhibits also included some very rare and valuable documents and books and also a collection of old Bengali manuscripts of the *Srichaitanya-Charitamrita,* the *Ramayana,* the *Mahabharata,* etc., belonging to the Bengali Manuscript Department of the University and also old Sanskrit manuscripts belonging to the Sanskrit department. Appliances and utensils required for the performance of a Vedic sacrifice, as described in the Vedic literature, were put up on show by the students of the Sanskrit department of the University. The Department of Geography exhibited models and charts representing map-projections, river-valley projects, soil-map of India, mineral-map of India, oceanography, house types in India, growth of the city of Calcutta, etc., mainly prepared by the students of the department. The Departments of Psychology and Anthropology as also the Department of Applied Physics demonstrated various appliances and materials which excited much curiosity among the visitors.

It is to be mentioned in this connection that on the occasion of the Centenary of the University, the University Grants Commission sanctioned one crore of rupees for specific purposes to meet urgent needs of expansion of some of the departments of the University.

The University has expressed its best thanks for these endowments and donations as also for the amount sanctioned by the University Grants Commission.

A list of Centenary Benefactors, Donors etc. of Rs. 50 and above is appended below.

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